

I. Introduction and Executive Summary

The MacArthur Park Branch Library, currently called the Mark Twain Library, will serve a community that is different from most American communities and different from most California communities—a community that is unique even within the City boundaries of Long Beach itself. This economically poor neighborhood is the most racially and ethnically diverse section of the City of Long Beach.

Anaheim Street, known as the “Anaheim Corridor”, is the main traffic artery of the service area. Along the Anaheim Corridor there are numerous small businesses owned and operated by entrepreneurial families, who display business signs in English, Spanish and Khmer, the language of Cambodia. Also in the heart of the Anaheim Corridor is the existing Mark Twain Branch Library located in MacArthur Park. The proposed facility will replace the Mark Twain Branch but will continue to serve the MacArthur Park community.

The existing library serves a current population of 57,433, which is projected to grow to 62,901 over the coming twenty years. The community is a microcosm of the City’s diversity with Hispanic, Asian, Caucasian and African American residents. The Anaheim Corridor is home to the largest existing Cambodian community in the world outside Cambodia proper. This powerful mix of human diversity brings cultural richness and social challenges to the neighborhood and to its library. Neighborhood problems include high crime, gang activity, and unemployment. The City of Long Beach has committed to projects and activities to revitalize the area. Replacement of the neighborhood branch library has been identified as a key component in the revitalization.

At 2,130 square feet, the current branch is smaller than the average single family residence being built in the U.S. today, and less than one-third the size of the next smallest Long Beach Public Library branch. Residents speak warmly of their little library as a place where everyone is equally welcome, where children are safe, and where people work side-by-side in a nurturing atmosphere.

The Branch serves a young community. More than 44% of residents are 19 years of age or younger—children and youth make up an unusually large portion of the population, and their well being is a high priority for the community. The Branch Library serves one public school Head Start program, four public, and two small private elementary schools, one public middle school and one public high school. Service area elementary school statistics show that 75% of kindergarten students are English Language Learners (ELL).

During the community needs assessment, residents and educators voiced their desire for an enlarged and enhanced Family Learning Center and Computer Learning Lab in their new library. School children will receive homework assistance in the Center and parents can improve their own language and computer skills in order to be effective partners in their children’s education.

Adults in this struggling community need learning opportunities to improve language and employment skills as well as resources for day-to-day information and recreation. Language barriers and a lack of opportunities to be active members of the community often isolate seniors here.

Many area residents came to the Anaheim Corridor from other countries—mainly Cambodia and Mexico. The difficulties they have faced in adjusting to a new homeland, the harsh realities of many residents' former lives in Cambodia, and cultural differences mean that people here can be uncomfortable in large, imposing public buildings. They want to retain the sense of intimacy that they value in the current library, where the multi-lingual staff knows them. At the same time, they want more from the branch library—more services, stronger collections, more seats, more space, and more computers. Residents hope that the new branch will help their children to improve their lives and that it will be a place where all members of the community can learn actively or sit quietly to read or think. The proposed Branch Library will enrich the lives of many who may otherwise be profoundly deprived.

Based upon the findings of the community needs assessment, the following service levels are recommended to meet the current and future needs of the culturally rich and economically poor community served by the proposed MacArthur Park Branch Library:

- A collection of 62,910 books and audiovisual materials;
- 43 public computers to include a Family Learning Center and Computer Learning Lab with 16 computer stations for homework assistance and technology training as well as a community program room equipped with 24 wireless laptop computers to be used throughout the library;
- 136 reader seats plus 10 seats in two group study and tutoring rooms;
- A storytelling and class visit space for up to 25 children; and
- A community meeting and program room to seat 75.

The study concluded that the major problems the current facility has in providing library services to the community are lack of space and an outdated structure. The limitations of the current facility are many. A 2,130 square foot facility that is essentially one large room serves a community of nearly 60,000. The facility is overcrowded and noisy, offers very limited resources, seating and computer access, does not meet ADA access standards, and has no community room for programming. In addition, the facility has no dedicated staff space, no dedicated parking and no public restrooms.

The above recommendations are based on an assessment of community needs and priorities that were identified by consulting community leaders, community residents, area demographics and library strategic planning documents.

II. Assessment Methodology

A. Executive Summary

A new facility in the Anaheim Corridor neighborhood to replace the current library has been a community dream for the past twenty years. Understanding the needs of the MacArthur Park community and seeking ways that the neighborhood branch library can help to meet those needs, has been an on-going process.

- In 1989, the Long Beach Public Library received a *Partnerships for Change* (PFC) grant to focus on the needs of the Cambodian community served by the existing library. This led to the establishment of a model After-School Study Center and the hiring of bi-lingual staff. This partnership with the community continued through the 1990s, keeping the Library aware of community needs, bringing expertise about the community to the Library, and assisting the Library in disseminating information about services and programs back to the community.
- In 1990, the Long Beach City Council adopted a new approach to assisting neighborhoods troubled by serious social, economic, and physical problems. Called the Neighborhood Improvement Strategy (NIS), this new approach brought together staff from many City departments and community members to work together in improving the quality of life in targeted neighborhoods. The MacArthur Park service area was one of the first NIS target areas. Library staff served on the NIS team to develop and implement a Neighborhood Action Plan, and they remain active in the area NIS organization.
- In 2000, the Library undertook a comprehensive strategic planning process. The Long Beach Public Library Strategic Plan, *Global Reach ~ Local Touch: A Strategic Plan to Improve Library Service to the Long Beach Community 2001-2005*, identified two Long Beach communities that are seriously underserved due to library facility constraints. The proposed Branch Library will serve one of these communities.

Community contacts developed through PFC and NIS, cultivated over a period of fifteen years, as well as a system-wide library planning process served as a foundation for the Bond Act needs assessment.

In Fall 2001, in response to the long-standing need for improved library service in the neighborhood, the City of Long Beach undertook active planning for a new facility to replace the existing branch. The City decided to seek Library Construction Bond grant funding to support a portion of the costs to design and construct the much needed branch library.

The City of Long Beach engaged the services of Kathryn Page Associates to assist in project planning for the Branch. The planning effort was aided by many and included the participation of a project advisory steering committee, community leaders, residents, students and school district representatives.

The MacArthur Park service population is unique. It is economically poor, sometimes divided along cultural and ethnic lines, and multi-lingual with many non-English

speakers. The difficulties immigrants face in adjusting to a new homeland, the harsh realities of many residents' former lives in the "killing fields" of Cambodia, and cultural differences mean that many residents are extremely tentative about participating actively in public meetings. The community assessment planners determined that the most successful approach to elicit community input would be to attend the meetings of established community associations and groups and to ask the attendees for their ideas and comments within that context. This method was selected rather than the standard focus groups format and was used with considerable success.

Seven school and community meetings were conducted for input about the proposed library project, including the St. Mary's Neighborhood Improvement Strategy (NIS) which functions as an on-going, open community forum attended by neighborhood residents. Spanish and Khmer language translators helped facilitate NIS meetings. Additionally, interviews were held with a wide range of community leaders and key informants, classrooms were visited to gather student input, and in May and June 2002, a multi-lingual written community survey was distributed.

Building upon a successful but informal partnership, representatives from the Library and area schools met to discuss possibilities for enhancing collaborative projects to serve the needs of neighborhood students and their parents. Based on input from the needs assessment and interviews with key informants from the School District and the Library staff, the planning group identified their joint-venture project as an enlarged and enhanced Family Learning Center and Computer Learning Lab for the new library facility. The Center, a primary service in the proposed library, will focus on providing K-8 students with guided, expert homework assistance to include generous computer access. In order to empower parents to help their children academically, the Center will include a Computer Learning Lab to assist parents with English language and computer literacy.

B. Planning Effort

In the late 1980s, to help public libraries begin to address the needs of changing California populations, the California State Library commissioned the Rand Corporation to conduct a study, *Public Libraries Face California's Ethnic and Racial Diversity*. This served as background for a conference held in May, 1988 called "A State of change: California's Ethnic Future and Libraries." Partnerships for Change (PFC), a program funded by the California State Library, grew out of the many recommendations that came from the conference and follow-up Awareness Forums. A training program, specialized support services, a public relations program, and Library Services and Construction Act funds were provided to assist public libraries through the process of analysis and restructuring. This process helped libraries adapt their programs and policies to respond to the diversity in their communities.

In 1989, the Long Beach Public Library received a *Partnerships for Change* grant to focus on the needs of the Cambodian community served by the current Mark Twain Branch Library. The foundation of the PFC program was an extensive community-based needs assessment conducted by the library through a partnership with community members. The highest priority for the community was service to school-age children, which led to the establishment of a model After-School Study Center. This partnership with the community continued through the 1990's, keeping the Library aware of community needs, bringing expertise about the community to the Library, and assisting the Library in disseminating library information back to the community.

In February of 1990, the Long Beach City Council adopted a new approach to assisting neighborhoods troubled by serious social, economic, and physical problems. Called the Neighborhood Improvement Strategy (NIS), this new approach aimed to improve the quality of life in targeted neighborhoods through an innovative collaboration between the City, other agencies, and neighborhood residents. The continuing NIS program is based on three principles: delivery of services must be tailored to deal with the specific problems of the target area; coordination among City Departments which provide services to neighborhoods must be improved; and active participation by neighborhood residents is necessary for any lasting improvement to be achieved.

The MacArthur Park/Whittier School community was one of the first NIS target areas. Mark Twain Branch Library staff served on the NIS team along with citizens and other City staff and participated in the development and implementation of a Neighborhood Action Plan. Mark Twain staff continue to be involved with the NIS group which is now called the St. Mary's NIS. The Mark Twain Library staff sometimes hosts NIS monthly meetings, although the lack of a community meeting room makes this difficult.

In 2000 the Library undertook a comprehensive strategic planning process. The Long Beach Public Library Strategic Plan, *Global Reach ~ Local Touch: A Strategic Plan to Improve Library Service to the Long Beach Community 2001-2005*, identifies two Long Beach communities that are seriously underserved due to library facility constraints. The Mark Twain Branch Library serves one of these communities. The proposed Branch Library, a new facility to replace the current Mark Twain Branch, has been an identified need for more than twenty years.

These community contacts through PFC and NIS, cultivated over a period of fifteen years, together with the Library's Strategic planning process provided a strong foundation for the Bond Act needs assessment.

In Fall 2001, in response to the long-standing need for improved library service in the neighborhood, the City of Long Beach undertook active planning for a new library facility to replace the existing Branch. It was decided to seek California Library Construction Bond Program funding to support 65% of the costs to design and construct the much-needed facility.

In early 2002, the Community Development Department of the City of Long Beach distributed a memorandum identifying projects and activities needed to revitalize the troubled Anaheim Street Corridor. Included in that report is the need for a new branch library to replace the existing facility.

Kathryn Page Associates was engaged to assist the City in a planning effort for the new branch. The project consulting team included Kathryn Page, Primary Consultant, Drew Harrington, Library Consultant, Manuel Oncina, Architect, and Louise Van De Veere, Project Manager. The project commenced in February 2002, and the needs assessment, resulting in this study, was initiated in April 2002.

The planning process included participation by a local project-advisory committee, community leaders, school district representatives, students and neighborhood residents. Methods used to assess current and projected library service needs in the Branch neighborhood included site visits, physical assessment of the existing facility, analysis of demographic data, a community survey, class visits, meetings with neighborhood and school associations, individual interviews and library staff input. A roster of the Project Advisory Steering Committee is shown below.

One of the most successful features of the existing Branch Library is its Family Learning Center established in 2000. The Center represents an enhancement of the After-School Study Center, established in the early 1990's through an LSCA Partnerships for Change grant and then continued by the City. The Family Learning Center, currently limited to four seats, provides supervised homework assistance and computer access for students on a drop-in basis. The success of this service and a history of close collaboration between the Branch Library and neighborhood schools pointed to the need for an expanded and enhanced Family Learning Center and Computer Learning Lab. This joint-venture project will be central to fulfilling the educational mission of the schools and the educational support mission of the Library.

Project Advisory Steering Committee Members

Karen DeVries, Assistant Superintendent, Long Beach Unified School District
Sandra Gonzalez, Project Management Officer, Public Works Department, City of Long Beach

Theressa Graham, Administrative Officer for Personnel and Budget, Long Beach Public Library

Barbara A. Kaiser, Redevelopment Manager, Redevelopment Agency, City of Long Beach

Nancy Messineo, Manager, Branch Library Services, Long Beach Public Library

Jerry Olivera, Environmental Planner, City of Long Beach

Manuel Oncina, Architect, Manuel Oncina Architects, Inc.
Eleanore Schmidt, Director, Long Beach Public Library
Harold Simkins, Planner, Planning Department, City of Long Beach
Susan Taylor, Mark Twain Branch Library Manager
Reuben Tolentino, Analyst, Public Works Department, City of Long Beach
Hope Troy, Outreach Librarian, Mark Twain Branch Library, Long Beach Public Library
Jae Von Klug, Redevelopment Consultant, Redevelopment Bureau, City of Long Beach
Bob Williams, Principal, Lincoln Elementary School, Long Beach

C. Community Input Strategies

The MacArthur Park Branch service population is unique. It includes the most diverse neighborhood of Long Beach, which is the most racially and ethnically balanced city in California. The service population is economically poor, sometimes divided along cultural and ethnic lines, and multi-lingual with many non-English speakers. Many residents are extremely tentative about participating actively in public meetings. The community assessment planners determined that the most successful approach to elicit community input would be to attend the meetings of established community associations and groups and to ask the attendees for their ideas and comments within that context. This method was selected rather than the standard focus groups format and was used with considerable success.

One of the groups, the St. Mary's Neighborhood Improvement Strategy (NIS), functions as an on-going, open community forum attended by area residents. Spanish and Khmer language translators help to facilitate monthly NIS meetings. In addition to input gathered through community organizations, an extensive list of key informants to be interviewed was compiled, class visits were scheduled to reach the student population, and a written, multi-lingual community survey was administered. As planning for the new facility progressed, two workshops were held at the Branch Library to give community residents the opportunity to see how their input was shaping the design of the Branch and as a forum for additional project suggestions.

1. Group Meetings and Class Visits

Arrangements were made to place the MacArthur Park Branch Library Project on the regular agendas of seven broadly advertised school and community meetings to gather planning input. Some groups were small, others large. Total attendance at the meetings was 124, and attendance was representative of the community's racial and ethnic diversity. Additionally, two class sessions at Polytechnic High School, an English Class and a Science Class for Spanish-speaking students who are learning to speak English, were dedicated to gathering input regarding the Branch Library. A total of 60 students between the ages of 14 and 18 participated. Approximately 50% of these students were native Spanish speakers, and approximately 40% were African American.

Major themes that emerged in the discussions with community groups were:

- The need for increased space in the Library to accommodate more seating, more public access computers, larger collections of print and audiovisual materials and public restrooms

- Additional space for homework assistance in the Family Learning Center, where children can work on assignments at tables and computers and where they can get assistance with their schoolwork
- A safe and welcoming place for teenagers to do schoolwork and meet friends
- Fun and educational programs for children, teens, adults and seniors—such as storytimes for children, news programs for isolated seniors, and computer training for adults
- A separate children's area with interesting, fun things to do—reading, toys, a fish tank, a place for storytelling
- Attractive places for people to sit comfortably to read, relax and think
- Growing Khmer and Spanish collections that hold a place of honor and displays that reflect the diverse cultures of the neighborhood
- The Library must be a safe and secure place where everyone is welcome

Each of these concerns has been addressed in the Library Plan of Service, the Building Program and the building design. The issues of homework assistance in the Family Learning Center and Computer Learning Lab have been incorporated into the Joint Venture Agreement between the Library and the School District. Summaries of all meeting and class sessions are included as *Appendices B* (organization meetings) and *D* (class visits) of this study.

2. Interviews

In addition to group input, a number of key community informants were interviewed. These individuals represented school and government organizations and non-profit agencies and were identified as having a strong interest in library services for the MacArthur Park Branch neighborhood. Summaries of all interviews are included as *Appendix C* of this study.

Interviews included the following individuals:

Mr. Don Campbell, Library Media Specialist, Whittier Elementary School, Long Beach Unified School District.

Whittier Elementary School is located in the Branch service area. Mr. Campbell previously worked as a staff member at the Branch Library.

Dr. Carl Cohn, Superintendent of the Long Beach Unified School District.

Dr. Cohn is a staunch supporter of joint-venture projects between schools and public libraries at the elementary level. He grew up in the MacArthur Park community, used the current Mark Twain Branch extensively as a child, and has become a nationally recognized leader in the field of education.

Mr. Him S. Chhim, Executive Director, Cambodian Association of America.

Mr. Chhim and the association he represents are active in the provision and assessment of services to the Long Beach Cambodian Community.

Ms. Judy Hughes, Coordinator of Library Services, Long Beach Unified School District.

Ms. Hughes coordinates public school library services for the Long Beach Unified School District and is involved in cooperative library projects between the schools and public libraries.

Mr. Ralph Hurtado, Executive Director of Community Development, CORAL.

Mr. Hurtado represents *Communities Organizing Resources to Advance Learning* (CORAL), which cooperates with schools and libraries to provide after-school programs, both remedial and enriching. CORAL is a special program of the Irvine Foundation.

Ms. Dora Jones, Equal Opportunity Officer, Department of Human Resources, City of Long Beach.

Ms. Jones is a representative of the *Citizens Advisory Commission on Disabilities* (CACOD). She voiced the concerns and expectations of the local disabled community.

Ms. Kathleen McCleary, Development Project Manager, Department of Community Development, Neighborhood Services Bureau, City of Long Beach.

Ms. McCleary is closely involved with project development in the Anaheim Corridor, which includes the proposed Branch Library.

Ms. Julie Nyssen, Principal, Whittier Elementary School.

Ms. Nyssen is the principal of a key service area school. She served as a resource to help define the educational and library needs of students and families affiliated with Whittier School, a joint-venture partner for this project.

Ms. Naomi Rainey, President, Local NAACP Chapter.

Ms. Rainey is a leader in the Long Beach African-American community. She was interviewed as a representative of the African-American community's interest in the Branch project.

Ms. Jana Ransom, Manager, Community Recreation Services Bureau, Parks and Recreation Department, City of Long Beach.

Ms. Ransom provided an overview of long-range plans for MacArthur Park, located behind the current Branch Library, and across the street from the proposed Branch site. She also explained preliminary plans for space that the Branch is currently using, but which will be vacated when the Branch moves.

Ms. Laura Richardson, Councilwoman, 6th District.

Ms. Richardson is the elected official representing the 6th District, in which the current/proposed Branch Library is located.

Ms. Dixie Swift, Supervisor, Homeland Cultural Center, Parks and Recreation Department, City of Long Beach.

Ms. Swift and the Homeland Cultural Center are co-located in the building that currently houses the Branch Library. Ms. Swift is a widely recognized community leader and works with the Branch Library to co-sponsor programs.

United Cambodian Center Administrative Staff. Mr. Andrew Danni, Executive Director, Mr. Sereivuth Prak, Deputy Director, Mr. Matt Stanfill, Administrative Assistant. The role of the United Cambodian Center (UCC), located approximately 6 blocks from the proposed Branch Library, is to act as a bridge between immigrant communities and their new environments.

Mr. Ray Worden, Director, City of Long Beach Training and Employment Development Division.

Mr. Worden was interviewed in order to better understand the needs for educational attainment and skills training to promote workforce development in the Branch service area.

Each person interviewed offered a unique perspective on the community's needs. Several themes and issues were echoed by two or more informants. Major interview findings were:

- It will be important to accommodate the needs of people with disabilities, including meeting all ADA requirements and providing additional services such as assistive technology, special collections, and interpreters for the hearing impaired during programs
- The Library should be a resource for community information handouts and materials on entrepreneurial ventures, youth enrichment, ESL classes and HUD information, etc.
- Emphasize technology with plenty of Internet enabled computers and laptops that people can checkout
- Enhanced Family Learning Center services are needed to include more space for students, additional computers, curriculum materials, help for parents who are learning how to speak English and use computers and opportunities for parents and children to learn together
- Work with the schools so that the Library knows how to help children with their schoolwork and so that library collections include information, materials and software that children and parents need
- Be sure that the Library maintains its position as the most integrated place in the neighborhood so that the community knows that it is for everyone
- Hire staff that "look like" the predominant ethnic groups in the neighborhood and staff who are multi-lingual

Each of these issues has been addressed in the Library Plan of Service, the Building Program and the building design. The issues relating to school collaboration in the Family Learning Center and Computer Learning Lab have been incorporated into the Joint Venture Agreement between the Library and the School District.

3. Surveys

Community surveys were conducted during May and June of 2002 and were administered by the Long Beach Public Library. Survey forms were available in three languages--English, Spanish and Khmer--and were distributed at the Branch Library and during meetings in the community input process. Ninety-one surveys were completed and returned to the Library. Respondents' most frequently requested services or features were:

- More books for adults (82)
- The Library feels like a safe place and it needs to maintain that security (69)
- The library is conveniently located and it should not move far away (61)
- More audiovisual collections (57)
- More children's books (55)
- More computers with Internet access and word processing software (52)
- Quiet space for reading and studying (40)
- More space to study and work on school assignments (26)
- More books for teens (19)
- More materials in languages other than English (18)
- More magazines and newspapers (11)

All of these needs have been incorporated into the Library Plan of Service, the Building Program and the building design. The issue of additional space to study and work on school assignments has been addressed in the Joint Venture Agreement between the Library and the School District. A summary of the survey results is included as *Appendix A* of this study.

In addition to the community survey, the Research and Analysis Unit of the City of Long Beach Planning & Building Department mapped cardholder and circulation distribution for the Mark Twain Branch Library—79.4% of Branch cardholders live within one mile of the current and proposed branch, and 80.6% of circulation is within one mile of the Branch. Those maps are included as *Appendices G1 and 2* of this study.

4. Library Staff

Library staff, both at the Mark Twain Branch Library and at the Main Library, was consulted regarding the existing and proposed Branch Library. In addition to consultations with staff members who served on the Project Steering Committee, meetings were held with Youth Services Staff of the Main Library and the Neighborhood Branch librarians.

The meetings included a summary of the early results of community input data and possible implications for services and the facility based on that data as well as on staff experience. Summaries of those meetings are included as *Appendix B* of this study.

5. School Collaboration Planning

The new branch library will serve students and their families from six public schools, grades K-12, and one Head Start program—all administered by the Long Beach Unified School District. When addressing how best to serve area students, it was noted that the

defined service area is not necessarily representative of student usage patterns. One of the schools to be served, Benjamin Franklin Middle School, falls just outside (.10 of a mile) of the service area boundary and students and families of the school rely on the current branch for their library services. Two schools, Renaissance Career Academy and International Elementary School lie just within the southwestern edge of the service area boundary. However, because they are only 2-3 blocks from the Main Long Beach Public Library, an easy after-school walking distance, the Main branch is the library they usually choose.

Two small private schools, located near the Branch Library and serving grades K-6 are also in the service area.

Public Schools:

Robert E. Lee Elementary School
Abraham Lincoln Elementary School
Theodore Roosevelt Elementary School
John G. Whittier Elementary School
Benjamin Franklin Middle School
Polytechnic High School
Gaviota Head Start

Private Schools:

Creative Arts School (K-6)
Huntington School (K-5)

The planned Family Learning Center and Computer Learning Lab, as a public school-library joint-venture project, will focus on meeting the needs of students in grades K-8 and their parents. While project planners recognize the needs of students in grades 9-12 and have developed services to meet their needs in the new library, the joint-venture focuses on the needs of K-8 students, establishing a foundation for learning—from early exposure to the joy of language through the development of study skills and habits of mind during students' formative years.

Based on his own experience growing up in the Anaheim Corridor neighborhood, Dr. Carl Cohn, Superintendent of the Long Beach Unified School District, believes in the “powerful engine of literature” and the difference that reading and libraries can make in the educational process. While he supports collaboration between schools and public libraries at all levels, he especially advocates such collaboration at the elementary school level—when lifelong learning patterns are being established.

Two service area elementary schools are within walking distance of the existing Branch Library and were approached in November 2001 about the possibility of a future joint-venture, school-public library project. Long Beach Public Library Director Eleanore Schmidt met with Pam Sich, Lincoln Elementary School Library Media Specialist, and Don Campbell, Whittier Elementary School Library Media Specialist, to begin conversations about student needs and how a joint-venture project between these two elementary schools and the proposed Branch Library might benefit students, parents and the neighborhood.

III. Community Analysis

A. Executive Summary

The existing Mark Twain Neighborhood Library opened its doors to the community in 1958. In the ensuing forty-five years this dynamic community has changed profoundly.

In the late 1940s and early 1950s veterans returning from WWII moved their families out of the Anaheim Corridor and into new housing tracts in the eastern section of the City. At that time, many single-family homes were razed and replaced with higher density apartment housing. People who moved into the available housing were largely African American, and the Anaheim Corridor evolved into a more densely populated, minority neighborhood.

In the 1970s the area saw a marked increase of Southeast Asian immigrants—largely students and professional people from Vietnam and Cambodia. The early 1980s were a time of enormous growth in the Cambodian community along the Anaheim Corridor as they fled the terrors of the “killing fields,” these Cambodian refugees were, for the most part, agrarian people. Due to overwhelming political turmoil in their homeland, most teenagers and younger children in this group had not been able to obtain an education in their country. Thousands of people coming from Cambodia had to transition from an Eastern to a Western environment, and from a primitive agrarian life to a fast-paced urban setting. Many were illiterate in their native Khmer language as well as in English.

In the late 1980s and through the 1990s, as the influx of Southeast Asian immigrants to the area slowed, the pace of immigration from Spanish-speaking countries accelerated. Most new arrivals were from Mexico. Though the enormity of change for these new residents was not as profound as it had been for Cambodian refugees, they faced tremendous demands to learn the English language, to find gainful employment, and to support the education of their children in their new home.

As the service area population shifted, the Mark Twain Branch Library partnered with others to establish and adjust services and collections to meet evolving user needs by:

- Establishing an African American Resource collection in cooperation with the African-American Heritage Society (AAHS);
- Developing a special collection in the Khmer language—a source of great pride for the Cambodian community;
- Collaborating with area schools to build curriculum-related library collections and services to support students;
- Establishing an After-School Study Center with the assistance of a Partnerships For Change (PFC) grant which evolved into the current Family Learning Center funded by the Long Beach Public Library Foundation;
- Partnering with graduate linguistics students from California State University, Long Beach to work with ESL students in the Library’s Family Learning Center;
- Working with the St. Mary’s Neighborhood Improvement Strategy (NIS) to develop/implement a Neighborhood Action Plan;
- Participating in Cambodian New Year celebrations in cooperation with the United Cambodian Community, Inc., the Cambodian Chamber of Commerce, and the Cambodian Association of America; and

- Sponsoring joint programs with the Long Beach Parks, Recreation and Marine Department for story times, computer classes, literacy and art-based workshops.

Today, the neighborhood is home to a richly diverse and economically poor population of 57,433 residents, with an anticipated growth of 9.5% over the coming twenty years. Almost 54% of area residents are Hispanic of any race, 22% are Asian, 22% are White, and 15% are African American. The neighborhood has the largest concentration of Cambodian people in California and outside of Cambodia proper.

The population is young, with more than 44% of residents 19 years of age or younger. Families live in crowded conditions, with household sizes in the service area ranging from 3.08 persons in census tract 5763 to 4.41 persons in census tract 5752.02 as compared to the California average of 2.87 persons. Only 15% of the population lives in owner-occupied housing.

Per capita annual income in the service area ranges from \$6,000 in census tract 5752.02 to \$9,629 in census tract 5763, resulting in 44% of people living below the poverty level, the highest concentration in the City of Long Beach.

Insufficient English language and literacy skills hinder residents in their quest for a better life and their ability to assist their children to be successful in school. Statistics show that 59% of service area residents have not earned a high school diploma. Most young children were born in the U.S., and the community has great hopes for their future—education is a primary concern. Extended after-school hours would not necessarily improve school library service to students due to extensive busing in the district. Area schools are overcrowded, resulting in 7,580 or 45% of students being bused out of the area to school each day.

The MacArthur Park service area is blighted by problems of crime, gang activity and unemployment and has been targeted by the City of Long Beach for revitalization through civic projects, including a much-needed new branch library. The Redevelopment Plan for the Central Redevelopment Project Area, adopted in March 2001, serves to strengthen the Anaheim Corridor and sees the new library as an impetus for Corridor improvement.

B. Service Area

A one-mile radius drawn around the existing facility defines the Branch service area. Since the site of the proposed MacArthur Park Branch Library is across a side street from the existing building, the service area boundaries will remain the same after the new branch library opens. According to the 2000 U.S. Census, the current service area population totals 57,433.

It is widely believed that the 2000 U.S. Census represents a significant undercount of immigrant populations in Long Beach. According to the U.S. Conference of Mayors, the Census 2000 undercount for the Los Angeles metropolitan area is estimated to be 341,662 people, or 3.5% of the total population. In areas with large immigrant populations the percentages are greater.

The service area is made up of ten census tracts, which are listed below.

Table 1
Service Area Census Tracts

Service Area Census Tracts	Population
5751.01	5,196
5751.02	4,810
5752.01	5,085
5752.02	5,347
5753	4,981
5763	8,912
5764.01	5,066
5764.02	5,575
5764.03	6,082
5769.01	6,379
Total	57,433

Source: U.S. Census Bureau 2000

*** PEG: Insert service area map here – on separate page ***

C. Government Agencies and Officials

City of Long Beach

The City of Long Beach is committed to the revitalization of the Anaheim Corridor—one of the main means of ingress and egress for the City of Long Beach, and home to the proposed Branch Library. The City's revitalization plan is targeted to improve problems of high crime, gang activities, unemployment and dilapidated buildings within the Corridor. In the 1990s the Neighborhood Improvement Strategies (NIS) organization was established as an early and on-going effort to address issues in the Anaheim Corridor of Long Beach. NIS meets regularly to provide an open public forum where residents can discuss neighborhood problems and solutions with representatives from city departments—police, public works, library, etc.

The Redevelopment Plan for the Central Redevelopment Project Area was adopted on March 6, 2001. Revitalization efforts have been stepped up and, as a key component of the overall plan, the Redevelopment Agency and the Library Services Department became partners to move forward on the design, development and construction of a new branch library along Anaheim Street. The City has made a significant investment in time, human resources and funds to support project development for the new branch library.

The following individuals served on the Library Project Advisory Steering Committee:

Barbara Kaiser, Redevelopment Manager for the Redevelopment Agency of the City of Long Beach, has taken a leadership role in site acquisition for the project.

Jae Von Klug, Redevelopment Consultant for the Redevelopment Agency of the City of Long Beach, assisted in the site acquisition process.

Sandra Gonzalez, Project Management Officer for the Department of Public Works of the City of Long Beach, assisted with a variety of site and design concerns.

Jerry Olivera, Environmental Planner for the Planning and Building Department of the City of Long Beach, assisted with the EIR negative declaration and CEQA requirements.

Laura Richardson, Councilwoman for District #6, represents the MacArthur Park Branch Library area and worked with the Library Consultant and library staff to define the broader needs of the service area and how they relate to branch library services.

Harold Simkins, Planner for the Planning and Building Department of the City of Long Beach, assisted with planning and zoning concerns and design review. Harold also chaired the City's Tactical Committee, which conducted the design review and included participation from the following departments: Planning and Building, Public Works, Traffic, Water, Fire, Police.

Reuben Tolentino, Analyst for the Public Works Department of the City of Long Beach, worked with Ms. Gonzalez to address site and design issues.

Long Beach Public Library

Library administrative staff served on the Project Steering Committee. They oversaw the needs assessment and programming processes and provided critical background information for the project. Staff participation was central to planning for operational efficiency and projected staffing in the new facility. The staff worked with school representatives to define the scope and specifics of the joint-venture project and will be a signatory to that final agreement.

Eleanore Schmidt, Long Beach Public Library Director, was instrumental in initiating the MacArthur Park Branch Library planning process and has championed the project as a means to address recognized service inadequacies in the City. She has been an eloquent and effective member of the project steering committee, directing staff resources to support and facilitate the project.

Nancy Messineo, Manager of Branch Library Services for the Long Beach Public Library, has coordinated the community input process and has served as the Library's project manager. She has provided extensive background information and has taken a leadership role in defining the nature of the joint-venture project with service area school partners.

Long Beach City Council

The Council has approval authority over the proposed MacArthur Park Branch library project and, in that capacity, it approved funds to prepare a state bond application, needs assessment, building program and conceptual plans for the new branch library. The Council must approve all completed components of the application and must certify the availability of local matching and supplemental funds to support the project. Further, they must commit to operate the completed facility as a public library for forty years following completion of the project.

Long Beach Unified School District

The School District has actively participated in the needs assessment process for the Branch Library, has identified school partners for the joint-venture project and will be a signatory to that final agreement.

The Long Beach Public Library and the School District have worked together for many years to support formal education for students, their parents, and educators. Classes from local schools visit Long Beach Public libraries nearly every day to use library resources and services and take part in library programs. Public librarians make school visits on an annual basis to update students, parents, and teachers on library programs.

Each year for the past three years the Long Beach Public Library has sponsored "Kids Who Read Succeed," a library card campaign in partnership with the District. The first year all 90,000+ students received packets of information and new library cards. These students were encouraged to take these cards to their Public Library to be activated and used. The campaign now targets all Long Beach first graders, and last year's new first grade cardholders checked out more than 28,000 books.

The Long Beach Public Library and the District co-sponsor the annual Authors' Festival, which brings the authors of children's books to each school. The LBPL and the District have jointly created Home Reading Lists that are used by teachers with students and

parents in grades K-8 to encourage the use of the public library to support independent reading.

Karen DeVries, Assistant Superintendent of the Long Beach Unified School District, serves on the MacArthur Park Branch Library Project Steering Planning Committee.

Bob Williams, Principal of Lincoln Elementary School, serves on the MacArthur Park Branch Library Project Advisory Steering Committee and has been instrumental in defining the nature of the joint-venture project between service area schools and the Branch Library.

Julie Nyssen, Principal of Whittier Elementary School, has actively participated in the needs assessment process and has been active in defining the nature of the joint-venture project.

Dr. Carl Cohn, Superintendent of the Long Beach Unified School District, participated in the needs assessment process and paved the way for an effective joint-venture project.

D. School Agencies

The Long Beach Public Schools have a strong tradition of library service. There are libraries in all K-12 schools in the District, all staffed by a certified librarian. Librarians are frequently assigned to more than one school, so smaller schools may only open their libraries 2-3 days per week. Collection strength varies between schools, but both collections and technology have improved over the last four years following state legislation that provided much needed library funding. All district schools have Internet access in the library.

School library hours are limited to the academic day. Extended after-school hours would not necessarily improve library service to students due to extensive busing in the district. District-wide, more than 16,400 students are bused to schools outside their neighborhoods each day, and 7,580 or 54 % of those students are from the MacArthur Park Branch Library neighborhood. According to school district enrollment data, more than 3,000 of those students are in grades K-5.

At the end of the school day, students re-board the buses and return to their home neighborhoods. This places additional importance on neighborhood public libraries, which must meet after-school student needs for academic support.

Six public schools, grades K-12, and one Head Start program—all administered by the Long Beach Unified School District—and two private schools, grades K-6, will be served by the project.

Public Schools:

Robert E. Lee Elementary School
Abraham Lincoln Elementary School
Theodore Roosevelt Elementary School
John G Whittier Elementary School
Benjamin Franklin Middle School
Polytechnic High School
Gaviota Head Start

Private Schools:

Creative Arts School (KG-6)

Huntington School (KG-5)

Table 2
MacArthur Park Branch Library Service Area Schools

School	Enrollment 2002-2003	Collection Size	Book to Student Ratio	Number of Library Internet Drops	Number of Open Days per Week
Robert E. Lee Elementary	1,129	12,621	12.2	5	4
Abraham Lincoln Elementary	1,340	12,005	10	5	5
Theodore Roosevelt Elementary	1,131	11,564	9.9	4	5
John G. Whittier Elementary	1,076	13,042	11.3	3	5
Benjamin Franklin Middle	1,357	8,291	7.2	8	4
Polytechnic High School	4,218	25,464	6.5	20	5
Gaviota Head Start	139	na	na	na	na
Creative Arts (KG-6)*	33	na	na	na	a
Huntington (K-5)*	53	na	na	na	na

Sources: Long Beach Unified School District (LBUSD), 2002
The *Bibliofile*, Newsletter of LBUSD Office of Instruction
National Center for Education Statistics, 1999-2000

Note: The Library will also be serving the 7,580 students who live in the neighborhood, but are bused to schools in other areas of the city.

E. Community Organizations

The MacArthur Park Branch Library will be located within the 6th Council district of the City of Long Beach. An *Executive Summary Overview of the 6th District Master Plan*, a document that includes the proposed Branch Library service area plus additional non-service area census tracts, highlights the following area concerns:

- 32% of all area families are at or below poverty level compared to 19.3% citywide
- 61% of all area families have an annual income of less than \$25,000 compared to 32.2% citywide
- 85% of area families are living in rental property compared to 59% citywide
- 49% of the area residents over 25 have less than a HS education compared to 13.1% citywide
- Area unemployment is over 13%, as compared to 6% for the City

In light of these figures, it is not surprising that many community organizations in the MacArthur Park Branch Library service area focus on providing remedial rather than recreational services. Active community organizations pertinent to the Branch Library needs assessment are listed below.

Branch Service Area Organizations:

Cambodian Association of America (CAA) is a nonprofit organization serving the Cambodian community of Southern California since 1975. Since that time CAA services have expanded into programs of counseling and advocacy, outreach education and employment.

Centro Shalom Hispanic Community Association has been active since 1977 to relieve the plight of low-income families and individuals—many of them recently- arrived Spanish-speaking immigrants. Services include food and clothing distribution, tenant advocacy, public agency and domestic support advocacy and women's self-esteem classes.

Communities Organizing Resources to Advance Learning (CORAL) is administered by the Long Beach YMCA and funded by the James Irvine Foundation. The program provides extensive after-school curriculum connected programs linked with several city agencies. The CORAL program includes three components—homework assistance, arts and crafts and recreation. CORAL program administrators and area school principals noted the tremendous community need for homework assistance programs and the fact that CORAL is unable to meet that demand.

Homeland Cultural Center is sponsored by the Long Beach Department of Parks and Recreation and occupies space in the same building as the existing Branch Library. The Center is open to all ages and is a place for community people to explore a variety of cultural experiences including playwriting, acting, poetry, creative writing, dance and music.

National Association for the Advancement of Colored People (NAACP) Long Beach Chapter is the local branch of the oldest and largest civil rights organization in the United States. The purpose of the NAACP is to improve the political, educational and economic status of minority groups.

St. Mary's Neighborhood Improvement Strategy Task Force (NIS) was established in 1990 to assist the neighborhood with serious social, economic and physical problems. The NIS program is based on citizen participation and its goal is to deliver coordinated services tailored to meet the specific needs of the target area.

The United Cambodian Community, Inc. mission is to build bridges between refugee communities and existing society to enable a new way of life. Organizational goals include support for low-income populations, promotion of economic independence, education for essential skills, and the preservation of Cambodian cultural traditions.

It is noteworthy that area churches play a significant role in the life of the community. A number of Catholic and Protestant congregations are located within the proposed Branch Library service area, some of which are associated with specific ethnic or cultural groups.

F. Demographic Profile

1. Population – Current and Trends

According to the 2000 U.S. Census, between 12%-13% of Long Beach's residents, or 57,433 people, reside in the service area of the MacArthur Park Branch Library.

However, it should be noted that many experts and community leaders have claimed a massive undercount in areas with large immigrant populations. By 2020, the population is projected to reach 62,901. This equates to a 9.5% population increase over the coming twenty years.

Table 3
Total Population
MacArthur Park Branch Library Service Area & Long Beach

Year	MacArthur Park Branch	Long Beach
2000	57,433	461,522
2020*	62,901	520,000
% of change 2000-2020	9.5%	12.7%

Sources: U.S. Census Bureau 2000

*Southern California Association of Governments

2. Age Breakdown

The largest age group in the service area, 25,470 people, or 44.3% of the population, is 19 years of age or younger. This is a significantly larger proportion of school-age residents than is found in Long Beach as a whole (32.4%), in California (30.1%) or in the nation (28.6%).

The next largest age group in the service area, 17,372 people or 30.2% of the total population, is between the ages of 25-44. While slightly smaller than this age group in the entire City of Long Beach (32.9%), the number is similar to population distribution for the state of California (31.6%) and the nation as a whole (30.2%).

At 4.5%, the over-65 age group is relatively small in the service area as compared to the City of Long Beach (9%), California (10.7%) and the nation (12.4%).

Table 4
Population by Age: 2000

Age Group	MacArthur Park Branch	Long Beach	California	U.S.
0 - 4	6,456 11.2%	38,587 8.4%	2,486,981 7.3%	19,175,798 6.8%
5 - 9	7,151 12.5%	41,349 9.0%	2,725,880 8.0%	20,549,505 7.3%
10 - 14	6,146 10.7%	35,641 7.7%	2,570,822 7.6%	20,528,072 7.3%
15 - 19	5,717 9.9%	33,542 7.3%	2,450,888 7.2%	20,219,890 7.2%
20 - 24	4,969 8.7%	35,678 7.7%	2,381,288 7.0%	18,964,001 6.7%
25 - 34	9,772 17%	79,542 17.2%	5,229,062 15.4%	39,891,724 14.2%
35 - 44	7,600 13.2%	72,342 15.7%	5,485,341 16.2%	45,148,527 16%
45 - 54	4,723 8.2%	53,390 11.6%	4,331,635 12.8%	37,677,952 13.4%
55 - 59	1,351 2.4%	17,212 3.7%	1,467,252 4.3%	13,469,237 4.8%
60 - 64	1,003 1.8%	12,337 2.7%	1,146,841 3.4%	10,805,447 3.8%
65 - 74	1,468 2.6%	20,400 4.4%	1,887,823 5.6%	18,390,986 6.5%
75 - 84	864 1.5%	15,881 3.4%	1,282,178 3.8%	12,361,180 4.4%
85+	213 0.4%	5,621 1.2%	425,657 1.3%	4,239,587 1.5%

Source: U.S. Census Bureau 2000

Table 5
Percent of Population by Age: 2000

Age Group	% of Population MacArthur Park Br.	% of Population Long Beach	% of Population California	% of Population U.S.
0 - 19	44.3%	32.4%	30.1%	28.6%
20 - 24	8.7%	7.7%	7.0%	6.7%
25 - 44	30.2%	32.9%	31.6%	30.2%
45 - 64	12.4%	18.0%	20.5%	22%
65+	4.5%	9%	10.7%	12.4%

Source: U.S. Census Bureau 2000

3. Students, Schools and API Scores

The Long Beach Unified School District operates six public schools and one Head Start program in the service area with a total 2002/03 enrollment of 10,390 students. Additionally, two small private schools in the service area provide educational services to 86 students in grades K-6.

The neighborhood public schools operate year-round to make efficient use of facilities, but area schools remain overcrowded, so many students are routinely bused out of the neighborhood to attend school each day. There are 19,014 residents aged 5-19, yet only 10,390 are enrolled in the local schools—meaning that 45% of neighborhood students are bused out of the area. Buses return immediately after school each day, limiting the usefulness of distant school libraries. This fact is significant in planning area public library service, because it means that students are likely to rely heavily on their

neighborhood branch library to supply materials and academic support for their schoolwork.

Table 6
Students K-12 – MacArthur Park Branch Library Service Area Schools
2001-02 and 2002-03

	Enrollment 2001-02	Enrollment 2002-03
Public Schools		
Elementary Schools		
Lee	1,032	1,129
Lincoln	1,195	1,340
Roosevelt	1,168	1,131
Whittier	1,152	1,076
Sub-total	4,547	4,676
Middle Schools		
Franklin	1,281	1,357
High Schools		
Polytechnic	4,628	4,218
Gaviota Head Start		139
Total Public Schools	10,456	10,390*
Private Schools**		
Creative Arts (KG-6)	33	33
Huntington (KG-5)	53	53
Total Private Schools	86	86
Total Public & Private	10,628	10,562

Source: California Department of Education

*Long Beach Unified School District

**National Center for Education Statistics, 1999-2000

Racially and ethnically, the service area population is unusually diverse. Not surprisingly, this pattern holds true in the student population as well. The range of ethnic student populations from school to school can be attributed to many factors, but certainly one piece of the picture is the practice of extensive busing in the school district.

At the high school level, 30.5% of students are Asian, 29.2% are African American, 17.5% are Hispanic, and 13.1% are White.

The area middle school population is 63.8% Hispanic, 17% Asian, 16.5% African American, and 1.2% White.

In the elementary school population 67.6% of students are Hispanic, 19.9% Asian, 10.3% African American, and 1% White.

Table 7
Enrollment & Enrollment by Ethnicity
MacArthur Park Branch Library Service Area Public Schools
2001-2002

School	Lee Elem.	Lincoln Elem.	Roosevelt Elem.	Whittier Elem.	Franklin MS	Polytechnic HS	Total Enrollment
American Indian	0.0%	0.1%	0.1%	0.3%	0.1%	0.3%	0.2%
	0	1	4	1	1	13	20
Asian	20.0%	24.7%	28.6%	60.4%	17.0%	30.5%	24.3%
	206	295	75	330	218	1,416	2,540
Pacific Islander	1.0%	0.1%	0.3%	1.9%	0.6%	2.8%	1.7%
	10	1	22	4	8	132	177
Filipino	0.1%	0.0%	0.1%	0.3%	0.8%	6.6%	3.1%
	1	0	4	1	10	308	324
Hispanic	61.2%	67.7%	62.2%	79.2%	63.8%	17.5%	45.0%
	632	809	925	717	817	810	4,710
African American	15.1%	6.7%	8.1%	11.5%	16.5%	29.2%	19.4%
	156	80	134	93	211	1,352	2,026
White	2.6%	0.8%	0.5%	0.3%	1.2%	13.1%	6.4%
Multiple/No response	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0	0	0	0	0	0	0
Total %	100%	100%	100%	100%	100%	100%	100%
Total Enrollment	1,032	1,195	1,168	1,152	1,281	4,638	10,466

Source: California Department of Education

For accountability purposes California uses the Academic Performance Index (API) to measure student achievement in each school.

Each annual API reporting cycle includes two reports: a base report, which appears after the first of the calendar year, and a growth report, which appears after school starts in the fall. This pair of reports is based on API scores calculated in exactly the same fashion with the same indicators but using test results from two different years.

The following charts show the 2001 API base report and the 2001-2002 API growth report. Academic Performance Index base scores have risen at all four service area elementary schools and at the area middle school. Base scores at the area high school rose between 1999 and 2000, and dropped slightly between 2000 and 2001.

Three of the four elementary schools met their 2001-2002 growth targets and so are eligible for awards. The middle school and the high school did not meet overall growth targets.

Table 8
API Scores for Public Schools
MacArthur Park Branch Library Service Area

	1999 API Base ¹	2000 API Base	2001 API Base ²	STAR 2001 % Tested ³	2001 Statewide Rank ⁴	2001 Similar Schools Rank ⁴	2001-02 Growth Target ⁵	2002 API Target ⁶
Elementary Schools								
Lee	496	576	590	99	3	8	11	601
Lincoln	509	539	558	100	2	5	12	570
Roosevelt	545	502	586	100	3	9	11	597
Whittier	427	561	614	100	3	10	9	623
Middle Schools								
Franklin	412	469	490	96	1	6	16	506
High Schools								
Polytechnic	635	661	658	96	6	10	7	665

Source: California Department of Education

¹The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

²The 2001 API Base Report reflects the first major change in the components that make up the API. The 2001 Base API includes results not only from the Stanford 9 norm-referenced assessment but also from the California Standards Test in English-Language Arts (CST ELA) of the Standardized Testing and Reporting (STAR) Program. The methodology for integrating results from the CST ELA was approved by the SBE in September 2001.

³This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October 1998 CBEDS School Information Form.

⁴Rankings are in deciles with 10 being the highest and 1 the lowest. For Statewide ranks, each decile contains 10% of all schools. For Similar Schools ranks, each decile contains 10% of the 100 most similar schools.

⁵The growth target is 5% of the difference between the 2001 API and the Statewide Performance Target of 800.

⁶This is the sum of the 2001 API plus the 2001-2002 growth target.

Table 9
API Growth Report: 2001-2002

	STAR 2002 % Tested ¹	2002 API Growth	2001 API Base ³	2001 - 2002 Growth Target ²	2001 - 2002 Growth	Met Growth Target			Awards Eligible
						Schoolwide (SW)	Comparable Improvement (CI)	Both SW and CI	
Elementary Schools									
Lee	100	613	590	11	23	Yes	No	No	No
Lincoln	100	578	558	12	20	Yes	Yes	Yes	Yes
Roosevelt	99	646	586	11	60	Yes	Yes	Yes	Yes
Whittier	98	642	614	9	28	Yes	Yes	Yes	Yes
Middle Schools									
Franklin	97	508	490	16	18	Yes	No	No	No
High Schools									
Polytechnic	95	667	658	7	9	Yes	No	No	No

Source: California Department of Education

Note: The API scale is 200-1000. Only scores for students in the district the prior year are included in the calculation.

Awards Notes: The "Awards Eligible" column requires at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

¹This percent is calculated by dividing the number of students tested by enrollment in grades tested as indicated on the October 1998 CBEDS School Information Form.

²The growth target is 5% of the difference between the 2001 API and the Statewide Performance Target of 800.

³The 2001 API Base Report reflects the first major change in the components that make up the API. The 2001 Base API includes results not only from the Stanford 9 norm-referenced assessment but also from the California Standards Test in English-Language Arts (CST ELA) of the Standardized Testing and Reporting (STAR) Program. The methodology for integrating results from the CST ELA was approved by the SBE in September 2001.

4. Educational Attainment and Adult Literacy Rate

The levels of educational achievement of over-age-25 service area residents vary across the service area. According to the 2000 U.S. Census, the percentage of adults with high school diplomas ranges from 27.3% in census block group 5752.02 to 52% in block group 5751.01. Residents with a Bachelor's degree or higher, range from a low of 1.8% in tract 5753, to a high of 9.2% in tract 5751.02.

By comparison, in California 20.1% have graduated from high school and 26.6% hold a four-year or higher college degree, and in the U.S. overall the numbers are 28.6% high school graduates and 24.4% with a bachelor's degree or beyond.

Table 10
Population by Educational Attainment for Persons 25+: 2000

Education	MacArthur Park Br.	Long Beach	California	U.S.
Less than 9 th grade	10,052	39,482	2,446,324	13,755,477
	37.2%	14.2%	11.5%	7.5%
9 th to 12 th grade (no diploma)	5,829	36,350	2,496,419	21,960,148
	21.5%	13.1%	11.7%	12.1%
High school graduate/GED	4,837	52,198	4,288,452	52,168,981
	17.9%	18.8%	20.1%	28.6%
Some college, no degree	3,935	63,628	4,879,336	38,351,595
	14.5%	22.9%	22.9%	21%
Associate degree	863	19,328	1,518,403	11,512,833
	3.2%	7.0%	7.1%	6.3%
Bachelor's degree	963	43,696	3,640,157	28,137,792
	3.2%	15.8%	17.1%	15.5%
Graduate or professional degree	570	22,728	2,029,809	16,144,813
	2.1%	8.2%	9.5%	8.9%

Source: U.S. Census Bureau 2000

Table 11
Educational Attainment Summary for Persons 25+: 2000

MacArthur Park Br.		High School Diploma +	Bachelor's Degree +
Census Tract		%	%
5751.01		52.0	9.2
5751.02		41.1	6.4
5752.01		44.2	4.6
5752.02		27.3	2.6
5753		37.1	1.8
5763		46.7	8.9
5764.01		33.8	3.3
5764.02		34.1	4.9
5764.03		41.2	4.2
5769.01		47.5	7.2
Long Beach		72.7	23.9
California		76.8	26.6
U.S.		80.4	24.4

Source: U.S. Census Bureau 2000

The most current official information regarding literacy in California and the U.S. is found in a 1996 study from Portland State University, Portland Oregon. This study, commissioned by the National Institute for Literacy, produced "Synthetic Estimates of Adult Literacy" based on the 1993 Adult Literacy Survey and 1990 census data. Estimates from the study, shown below, are available for the City of Long Beach, but not for specific census tracts.

The MacArthur Park Branch Library service area has a lower level of educational attainment than does the City of Long Beach as a whole, and the service area is home

to many residents who are immigrants to the U.S. and are not proficient in English. It is likely then that the actual literacy rate for the service area is significantly lower than that of the City of Long Beach.

The National Institute for Literacy uses a 5-level scale to measure literacy, with level 1 representing the lowest level of literacy and level 5 the highest. As per the chart below, an estimated 28% of adults living in Long Beach are at the lowest level of literacy. In California as a whole, an estimated 24% of adults are at level 1, the lowest level of literacy, and in the U.S. 21%-23% of adults are at level 1.

Table 12
Adult Literacy Estimates

State: California	Area Name: Long Beach city	
Area Type: City or Town	Region: West	Population Age 16+: 329,840
Mean Literacy Proficiency: 260	Percent at Level 1: 28	Percent at Level 1 or 2: 50
95% Confidence Interval: 254.79, 264.38	95% Confidence Interval: 25.1, 30.3	95% Confidence Interval: 45.5, 54.1
Standard Error: 1.72	Standard Error: 0.9	Standard Error: 1.5

Source: The State of Literacy in America, <http://www.casas.org/lit/litcode>

5. Ethnic Breakdown

"Today, Long Beach might be called the United Nations by the sea. So mixed is the population in fact, that a Diversity Index recently released by USA Today ranked Long Beach No.1 out of the nation's 65 largest cities in terms of ethnic diversity" (quotation from the *Long Beach Press-Telegram*, May 21, 2001). According to an Executive Summary of the 6th District Master Plan, the 6th District is the most diverse community within Long Beach. It is also home to the proposed Branch Library.

At 53.8%, Hispanics of any race make up the largest ethnic group in the MacArthur Park Branch service area. The next two largest population groups are White, at 22.4% of the population, and Asian at 21.5%. African American residents make up 15% of the service area population. Almost 6% of residents report being of two or more races.

While Asian ethnicity is not unusual in California, it is noteworthy that residents of Cambodian descent are the dominant Asian ethnic group in the service area. The Anaheim Corridor of Long Beach has become the Cambodian heartland of the U.S., home to the largest Cambodian population in California. In fact, it is the largest Cambodian population outside of Cambodia proper.

It is widely believed that the 2000 U.S. Census represents a significant undercount of immigrant populations in Long Beach. According to the U.S. Conference of Mayors, the Census 2000 undercount for the greater Los Angeles metropolitan area is estimated to be 341,662 people.

Table 13
Ethnicity - MacArthur Park Branch Library Service Area: 2000

Ethnicity	MacArthur Park Br.	Long Beach	California	U.S.
White	12,881	208,410	20,170,059	211,460,626
	22.4%	45.2%	59.5%	75.1%
Black or African American	8,630	68,618	2,263,882	34,658,190
	15%	14.9%	6.7%	12.3%
Am Indian & Alaska Native	538	3,881	333,346	2,475,956
	0.9%	0.8%	1.0%	0.9%
Asian Indian	150	1,338	314,819	1,678,765
	0.3%	0.3%	0.9%	0.6%
Chinese	292	3,550	980,642	2,432,585
	0.5%	0.8%	2.9%	0.9%
Filipino	564	18,608	918,678	1,850,314
	1.0%	4.0%	2.7%	0.7%
Japanese	45	3,147	288,854	796,700
	0.1%	0.7%	0.9%	0.3%
Korean	125	1,608	345,882	1,076,872
	0.2%	0.3%	1.0%	0.4%
Vietnamese	972	5,074	447,032	1,122,528
	1.7%	1.1%	1.3%	0.4%
Other Asian**	10,160	22,266	401,606	1,285,234
	17.7%	4.8%	1.2%	0.5%
Native Hawaiian & other Pacific Islander	341	5,605	116,961	398,835
	0.6%	1.2%	0.3%	0.1%
Some other race*	19,406	95,107	5,682,241	15,359,073
	33.8%	20.6%	16.8%	5.5%
Two or more races	3,329	24,310	1,607,646	6,826,228
	5.8%	5.3%	4.7%	2.4%
Hispanic (of any race)	30,922	165,092	10,966,556	35,305,818
	53.8%	35.8%	32.4%	12.5%

Source: U.S. Census Bureau 2000

*Respondents are asked to write in their race if they select this category, but many do not do so.

****Note:** In the service area, *Other Asian* is almost exclusively people of Cambodian descent

6. Household Characteristics

The average household size in the service area ranges from 3.08 to 4.41 people per household, exceeding the average for the City of Long Beach (2.77 pph), California (2.87 pph) as a whole, and the nation (2.59 pph).

Table 14
Average Number of People per Household: 2000

MacArthur Park Branch	
Census Tracts	
5751.01	3.58
5751.02	3.97
5752.01	3.63
5752.02	4.41
5753	3.93
5763	3.08
5764.01	4.13
5764.02	4.15
5764.03	3.99
5769.01	3.46
Long Beach	2.77
California	2.87
U.S.	2.59

Source: U.S. Census Bureau 2000

Almost 76% of households in the MacArthur Park Branch service area are made up of people living in families. This figure is well over the average for Long Beach, for California, or for the U.S. as a whole. Further, 52% of those families are raising children aged 18 or younger. This figure is strikingly higher than Long Beach (35%), California (35.8%) or the nation (32.8%).

Table 15
Households: 2000

	MacArthur Park Br.	Long Beach	California	U.S.
Total # of hhs	15,194	163,088	11,502,870	105,480,101
	100%	100%	100%	100%
Total # of people in hhs	56,786	45,341	33,051,894	273,643,273
	98.9%	97.8%	97.6%	97.2%
Total # of family hhs	11,533	99,663	7,920,049	71,787,347
	75.9%	61.1%	68.9%	68.1%
Total # of family hhs w/children under 18	7,909	57,080	4,117,036	34,588,368
	52%	35%	35.8%	32.8%

Source: U.S. Census Bureau 2000

7. Income Levels and Poverty Rate

According to the 2000 U.S. Census, per capita income in the Branch service area ranged between \$6,000 in census tract 5752.02 and \$9,629 in census tract 5763, markedly below the City of Long Beach average of \$19,040, and the California average of \$22,711.

Table 16
Per Capita Income: 1999

MacArthur Park Branch	
Census Tracts	
5751.01	\$9,430
5751.02	\$7,144
5752.01	\$8,741
5752.02	\$6,000
5753	\$7,464
5763	\$9,629
5764.01	\$6,453
5764.02	\$6,811
5764.03	\$8,140
5769.01	\$9,238
Long Beach	\$19,040
California	\$22,711
U.S.	\$21,587

Source: U.S. Census Bureau, 2000

The number of service area families living below the poverty level in 2000 varied from 34.2% in census tract 5753 to 50.5% in census tract 5764.03. All ten census tracts in the service area exceeded the City of Long Beach average of 19.3%, as well as the state level of 10.6% and the national average of 9.2% of residents living below the poverty level.

Table 17
Poverty Level: 1999

MacArthur Park Br.					
Census Tracts	families			individuals	
5751.01	460	42.2%		2,232	43.0%
5751.02	409	40.4%		2,041	42.5%
5752.01	522	50.0%		2,565	50.4%
5752.02	545	49.4%		2,559	48.5%
5753	354	34.2%		1,727	35.2%
5763	610	34.3%		3,317	37.8%
5764.01	468	47.1%		2,443	48.7%
5764.02	489	43.9%		2,413	43.9%
5764.03	611	50.5%		3,054	50.5%
5769.01	524	39.7%		2,505	39.4%
Long Beach	19,512	19.3%		103,434	22.8%
California	845,991	10.6%		4,706,130	14.2%
U.S.	6,620,945	9.2%		33,899,812	12.4%

Source: U.S. Census Bureau, 2000

8. Employment and Occupations

Bustling Anaheim Street, which serves as the central corridor of the neighborhood, is lined with shops and restaurants catering to the needs and tastes of residents. Most people visit the active business district on foot or via city buses with routes along Anaheim Street.

Most adult employment in the area is in three occupational groups—service occupations at 25.5%, production, transportation & material moving at 24.9%, and sales and office occupations at 23.2%. The remaining 26% of the workforce is distributed across other occupational areas as shown in the chart below.

Table 18
Population by Occupation: 2000

Occupation	MacArthur Park Br.	Long Beach	California	U.S.
Management, professional, & related occupations	2,223 14.4%	65,060 34.3%	5,295,069 36%	43,646,731 33.6%
Service occupations	3,928 25.5%	30,019 15.8%	2,173,874 14.8%	19,276,947 14.9%
Sales & office occupations	3,575 23.2%	51,516 27.2%	3,939,383 26.8%	34,621,390 26.7%
Farming, fishing & forestry occupations	54 0.4%	276 0.1%	196,695 1.3%	951,810 0.7%
Construction, extraction & maintenance occupations	1,776 11.5%	14,649 7.7%	1,239,160 8.4%	12,256,138 9.4%
Production, transportation, & material moving occupations	3,835 24.9%	27,967 14.8%	1,874,747 12.7%	18,968,496 14.6%

Source: U.S. Census Bureau 2000

Unemployment figures for the Branch service area range from a low of 6.8% unemployment in census tracts 5753 and 5763, to a high of 11.8% in census tract 5764.02. For all service area census tracts unemployment is significantly higher than for the City of Long Beach, California and the U.S.

Table 19
Unemployment Rate: 2000

MacArthur Park Br.	
Census Tracts	
5751.01	9.2%
5751.02	7.5%
5752.01	8.3%
5752.02	9.3%
5753	6.8%
5763	6.8%
5764.01	7.7%
5764.02	11.8%
5764.03	9.8%
5769.01	10.4%
Long Beach	5.8%
California	4.3%
U.S.	3.7%

Source: U.S. Census Bureau, 2000

9. Housing Property Values

Between 1990 and 2000, median property values in Long Beach decreased by 10.7%, as compared to property value growth of 11% for California as a whole and 50% for the nation. As indicated below, property values in the service area are sharply below those of the City of Long Beach as a whole, ranging from \$107,600 to \$169,300 in the area's ten census districts. By comparison, the median property value for Long Beach as a whole is \$210,000 and \$211,500 for California.

Table 20
Median Property Value: 1990

MacArthur Park Branch	
Census Tracts	
5751	\$158,900
5752	\$126,200
5753	\$150,000
5763	\$146,700
5764	\$155,400
5769	\$210,100
Service Area Average	\$157,883
Long Beach	\$222,900
California	\$195,500
U.S.	\$79,100

Source: U.S. Census Bureau 1990

Table 21
Median Property Value: 2000

MacArthur Park Branch	
Census Tracts	
5751.01	\$157,000
5751.02	\$107,600
5752.01	\$118,100
5752.02	\$141,700
5753	\$140,400
5763	\$162,100
5764.01	\$112,500
5764.02	\$150,900
5764.03	\$150,000
5769.01	\$169,300
Service Area Average	\$125,723
Long Beach	\$210,000
California	\$211,500
U.S.	\$119,600

Source: U.S. Census Bureau 2000

Only 15% of the service area residences are owner-occupied, as compared to 41% in the City of Long Beach overall, 56.9% in California, and 66.2% in the nation. Eight-five percent of housing units are renter-occupied.

Table 22
Occupied Housing Units by Type of Occupant: 2000

	MacArthur Park Br.	Long Beach	California	U.S.
Total occupied housing units	15,194	163,088	11,502,870	105,480,101
	100%	100%	100%	100%
Owner-occupied housing units	2,271	66,928	6,546,334	69,815,753
	15%	41%	56.9%	66.2%
Renter-occupied housing units	12,923	96,160	4,956,536	35,664,348
	85%	59%	43.1%	33.8%

Source: U.S. Census Bureau 2000

G. Analysis and Discussion of Community Characteristics

The MacArthur Park Branch Library will serve a community that is unique among American communities. As the most diverse community within the most diverse city in the nation, the racial and ethnic make-up of this community is remarkable. Ethnically, the majority of the population is Hispanic of any race (53.8%). Racially, there is a near balance between the White population at 22.4% and the Asian population at 21.5%. The third largest racial group, African Americans, makes up 15% of community residents. What is truly unique is that the MacArthur Park area is home to the largest population of Cambodians in California and outside Cambodia proper. This powerful level of human diversity brings both cultural richness and social challenge to the neighborhood, and to the library that serves it.

Currently the service area community stands at 57,433 residents, and over the coming twenty years it is expected to grow to 62,901. It is an unusually young community, with 44.3% of residents being 19 years of age or younger—a significantly larger proportion than is found in the city as a whole, or in California or the nation. Most people in the service area live in families and, within those units, the majority of families have school-age children living at home. Children and youth make up a large portion of the population and are a high priority for the community.

Area residents are economically poor. This is not surprising since the educational and literacy levels are quite low compared to other communities. Annual per capita income levels are also low, ranging from \$6,000 in census tract 5752.02 to \$9,629 in census tract 5763. Forty-four percent of community families live below the poverty level, and the vast majority of residents (85%) live in rental housing with more people per household than for Long Beach overall.

Working adults are most likely to work in service occupations or production, transportation and material moving occupations.

Traditionally, the community has been a “first stop” for immigrants to the U.S. Some people who participated in the needs assessment believe that the community is stabilizing and that people are not necessarily hoping to move out of the area when their economic status improves. At this time, however, the community is clearly poorer than

the surrounding areas. Few residents have access to reliable automobile transportation, so most people walk to their destinations or take public bus transportation. The commercial corridor reflects this pattern with many small shops where residents do their shopping.

There are 10,390 students in grades K-12 attending public schools in the service area. 7,580 or 45% of students who live in the service area are bused outside the neighborhood due to overcrowding of school facilities. The strength of the schools, as measured by the Academic Performance Index, varies, with some schools improving, and others lagging behind.

The proposed new Branch Library will serve a community struggling with poverty and its associated social ills, but which has great hopes for the future of its children. The educational role of the Branch Library in the community will be central to the ability of residents to lead fulfilling lives and to realize their potential.

IV. Library Service Needs

A. Executive Summary

In the words of 6th District Councilwoman Laura Richardson—“There is tremendous need in this district of the City. For many residents, this will be the only library they are able to visit in Long Beach. It’s important that we build the best possible library for this community.”

The residents of the Anaheim Corridor need to have access to a full range of library services including collections and programs balanced to meet the needs and interests of youth, adults and seniors, sufficient and varied seating for a range of library-related activities, generous computing power, and appropriately configured learning and meeting spaces.

In this community where many are profoundly deprived of economic and learning opportunities, it will be especially important that the new library is a “helping” and uplifting institution that contributes to growing pride in the neighborhood.

Based on service area demographics and community input, library service to children and their families should be of primary concern. In this committed but struggling community, library services will be instrumental in breaking a pattern of poverty by helping children to be successful in school and by empowering parents to improve their own lives and those of their children. The branch will serve students in grades K-12, and service emphasis will be focused on elementary and middle school-age children in grades K-8 and on their families. A school-library partnership will expand and enhance the Branch Family Learning Center and Computer Learning Lab, so that young students can establish strong study skills and experience the world of learning and literature. The Center will also provide computer skills training for parents and a variety of side-by-side learning activities for parents and children. It is hoped that the Center will help to prepare parents to be active participants in their children’s education and that it will establish a life-long library habit.

At the same time that the needs of youth are being addressed, the needs of adults and seniors are also a high priority. For the last 20 years the demands of youth have overwhelmed the tiny branch and crowded out collections and services for others. The new library needs to create a balance in the services, collections, programs and spaces for youth and adults. Services should include a collection of well-selected books, periodicals and audiovisual materials of sufficient quantity to meet the educational and recreational needs of all the community. Materials should be current and should include a range of reading levels and content sophistication. Special collections should include language materials in Spanish and Khmer. Literature from multi-ethnic authors will be important.

While an expanded, responsive collection is crucial, an increase in “people space” is perhaps the single most important service improvement needed for this community. Seating should be ample—both in terms of quantity and comfort. Seating for students and researchers will be a high priority as will seating that encourages parents and children to read and experience language and literature together. Lounge seating for adult reading and browsing should create a “Community Living Room.” Seating and spaces should encourage small groups to work and learn together, and semi-private

space will be needed for one-on-one literacy and subject specific tutoring. There is a need for separate spaces for youth and adults as well as space for both to come together.

Computing power, in a range of configurations for children, teens and adults, is crucial. Generous computer access should be included as part of after school homework assistance, computer literacy training, and self-paced use for research, learning and communication. A wide range of software to support literacy training, school curricula and general computing needs will be essential.

Space for programming is critical for the community. Early childhood programming will provide exposure to language, literature and experience that is central to reading readiness and future success in school.

Programming for school-age children is needed to build on early skills, to broaden exposure to literature and to foster intellectual curiosity. Programs to attract teens and older children are needed to encourage learning and to offer interesting, constructive experiences in a safe venue.

For adults, programming space will increase community involvement and cross-cultural understanding by providing a venue for meetings and a variety of informational and educational offerings. Programs of particular interest to seniors can help to ease isolation and promote a sense of community.

Most residents of the immediate neighborhood will walk to the Library, while others will use public bus transportation. Some will drive. The Library should be easy to identify, with excellent signage and safe and obvious paths of travel. Children and adults should feel secure both inside the building and while coming and going to/from the facility. Parking must be sufficient to support the demand of both day-to-day visitors and those attending events.

In the new building it will be important to strike a balance between the need for a much larger facility to support identified service needs and the community desire to retain a sense of friendly intimacy in the Library. A variety of spaces are needed to accommodate expanded services, but each service area should be modestly sized, at human scale, so as not to intimidate users. Overall, the proposed Library must be a welcoming place that serves to promote interaction among many groups and helps to create a stronger, more unified community. It should be a destination and a landmark of neighborhood pride.

The following service levels are recommended to meet the current and future needs of the culturally rich and economically poor community served by the proposed Branch Library: a collection of 62,910 books and audiovisual materials, 43 public computers to include a Family Learning Center and Computer Learning Lab with 16 computer stations for homework assistance and technology training as well as a community program room equipped with 24 wireless laptop computers to be used throughout the library, 136 reader seats plus 10 seats in two group study and tutoring rooms, a storytelling and class visit space for up to 25 children, and a community meeting and program room to seat 75.

B. Overview of Current Library Service

“Your library is the most integrated place in the community,” said Dixie Swift, Supervisor of the Homeland Cultural Center, which is co-located in the same building as the Branch Library. As a valued and shared resource, the Branch Library holds a place of honor in the neighborhood. It is widely perceived as a safe and welcoming center for the community.

The Mark Twain Branch Library is the smallest of the eleven branches of the Long Beach Public Library, and is located on Anaheim Street—a major east-west transportation route for the City of Long Beach. The 2,130 square foot facility, constructed in 1958, is co-located with a Parks and Recreation Facility. When the Library was built forty-five years ago, the City was aware that the square footage was undersized and expected the building to be temporary.

The Branch is open 30.5 hours each week, Tuesday through Saturday. It has a staff FTE of 6.68.

Table 23
Current Staffing

FTE	Position
1.00	Branch Librarian
.50	Outreach Librarian
.50	General Librarian
1.00	Library Clerk
.81	Library Clerk
1.37	Library Pages
*1.50	Homework Assistants
6.68	Total

*funded by LBPL Foundation

The small branch collection currently stands at 28,800 books, periodicals and audiovisual media, equating to 0.5 items per capita, compared to a statewide mean of 1.86 items per capita. Because space is severely limited, collections have been concentrated in children's materials, with 56% of the collection being devoted to children's resources—an area of great need in the community. In 2001, the Branch circulated 70,356 items, an annual turnover rate of 2.44 circulations per item. Of the materials circulated, more than 78% were from the children's collection.

As stated in the *Long Beach Public Library Strategic Plan Development: Final Report of 2001*, the branches of the Long Beach Public Library have relatively low circulation—30% below the average of comparable California library systems. However, reference transactions are 50% higher than comparable systems, suggesting that Long Beach library patrons may be heavy in-house library users. On an average day, 125 people visit the Mark Twain Branch Library during open hours, and classes from local schools frequently visit during closed hours, bringing 25-40 additional users to the Library on weekdays.

When school classes visit the Branch Library, they are accommodated as well as possible in the limited space. Library staff rearranges the furniture to make space for the children, read stories, help the children to find books and to understand basic library services.

Children's programs are offered on a limited basis due to space constraints. There are no separate rooms for programs or meetings, so when a children's program is scheduled, adults usually leave due to noise levels and lack of space.

Most library visitors walk or use public bus transportation when they visit the Branch Library. As noted previously in this study, the demographics of the service area show an economically poor population. Many do not own automobiles, and so the proposed Branch Library may be the only library that they will be able to access directly.

In 1989, the Library received a *Partnership for Change* (PFC) grant from the California State Library. These grants were available to help public libraries address the needs of changing California populations. Following a successful grant proposal, the Branch Library was able to establish a library-based, After-School Study Center targeted to improve the chance for Cambodian youth to succeed in school and to become lifetime library users.

In 2000, funding from the Long Beach Public Library Foundation allowed the Study Center to expand into the adjacent staff work room converting it to a Family Learning Center. The Family Learning Center includes four computer stations and is staffed by paid, multi-lingual homework helpers. While the Family Learning Center has been highly successful, at 100 square feet it is clearly too small to meet the tremendous demand for educational assistance in the neighborhood.

C. Overall Service Needs

The current Branch Library provides only 0.04 square feet of library space per capita to the community it serves. In spite of crowding and necessarily small collections and restricted services, it is a well-used library—widely known and appreciated in the neighborhood.

A larger, modern 16,155 square foot facility is recommended for the community, to increase significantly the amount of library space to 0.26 square feet per capita. A building of this size, almost eight times as large as the current facility, will allow for growth in book and audiovisual collections to serve the community and sufficient public access computer stations for a community that is largely without Internet access in their homes. Although the building recommended provides less space per person than is usually recommended by library planners, the need for a modestly-scaled facility was mentioned repeatedly by community representatives and became a paramount consideration in determining the building size. The project planning team needed to devise a facility that will accommodate the community's primary library service needs without becoming a barrier to service itself by appearing too large and imposing. The increased space will accommodate sufficient reader seating and a variety of service spaces that are sorely needed for student support, library-sponsored programs, community meetings and literacy activities.

The Branch Library is recognized as an important neighborhood institution where all members of the MacArthur Park community can work together. Its current facility severely limits the Library's ability to fulfill this role. Construction of a new branch library presents the long-awaited opportunity to provide a model neighborhood library with outstanding services that will stand as a landmark of growing neighborhood pride.

D. Services to Children and Their Families

Twenty-four percent of the population that will be served by the MacArthur Park Branch Library is under the age of 10. Another 11% is between 10-14 years of age. Statistically, these children live in crowded conditions, many with parents whose English is limited, and who do not have resources that enable them to expose their children to a wide range of educational experiences.

Service needs for the children of the Branch service area center around access to a range of books and educational tools to introduce them to language and learning in the Library and in their homes. Materials should support English learning through exposure to audio as well as visual resources.

Many parents and grandparents in the community are not fluent in English and have limited or no literacy skills in any language, so they may be unable to assist children with their schoolwork. The Branch Library will be a central educational resource for these families and a place where children and adults can learn side-by-side.

The need for improved reading readiness and family literacy makes programming an essential part of library services to children and families in the service area. Space will be needed for a variety of programs such as storytelling, dance and music, arts and crafts, theatre, puppetry, and poetry.

Collections should provide a generous assortment of picture books and easy readers. A portion of these should be bilingual books to help families learn together and to preserve fluency in native languages as well as building fluency in English.

School-age children will need access to a strong collection of nonfiction to support their schoolwork, as well as fiction for academic and recreational reading. Area school libraries vary in collection strength, and many students are bused to schools outside of the service area, giving them little opportunity to use school libraries. These students rely on their neighborhood branch library for after-school, evening and Saturday service.

Computer access for children and their families will be critical in the new facility, as most families do not have Internet service at home, and may also need help in developing their computer skills. Computer stations should be configured with hardware and software to accommodate multi-lingual users. A number of the computer stations should accommodate two seats so that parents and children can use them together, or friends can comfortably assist one another.

E. Services to Students

There are 10,390 students in grades K-12 attending public schools in the service area. 7,580 or 45% of these students are bused outside the neighborhood due to overcrowding of school facilities. Buses return immediately after school each day, limiting the usefulness of distant school libraries. This means that students rely heavily on their neighborhood branch library. Students in grades K-12 require access to library services to support their schoolwork. In order to establish important study skills and to help students and their families experience early and continuing success in the educational system, library service to students in grades K-8 is especially important. In the Branch service area, student needs include collections, equipment, appropriately

configured study space and qualified assistance with their homework assignments. As an extension of those needs, it will be important to maintain the existing strong collaboration between the Branch Library and area schools, and to assist parents in their role as their children's educational partners.

Reference resources, both in print and online, will need to be sufficient to meet the needs of area students and should support school district curricula. Sufficient computer stations will be needed to access online materials of all kinds.

The circulating book collection should be selected with school curricula in mind, but should also broadly support students' intellectual curiosity. Materials will need to be available at a range of reading levels and abilities. The adult nonfiction collection will also serve area student needs for material to support their schoolwork.

Audiovisual collections are key to student needs and should include films and audio books of literature that are studied as part of the school curriculum. Students with limited English language skills and students with different learning styles or challenges will find these resources to be invaluable. Equipment to access these audiovisual collections should be available in the Library.

After-school homework assistance space, that is acoustically separated, is needed to accommodate a number of students each weekday. This space should be large enough for assistants to comfortably work with students at desks/tables and on computers. Computers here should be loaded with a variety of software to support document preparation and which mirrors programs being promoted in district schools. A small collection of support materials will be needed here along with basic school supplies.

A group study area is needed to support collaborative learning. Students will use this space to brainstorm and to study together. It can also be used by numerous other small groups in the community for a variety of purposes. Smaller, semi-private space is also needed for students who are working one-on-one with a tutor. These spaces will serve adult students as well.

A center for copying and printing is needed for students and the general public. It should include equipment for color and black and white copies,, and the equipment should interface with desktop publishing software located on public access computers. Small equipment will be needed here for preparing documents—staplers, hole punches, etc.

F. Services To Teens

Most communities need library space that teens can call their own, but such a space may be especially critical in the proposed Branch Library where gang violence is a serious concern.

Teens need a safe and welcoming place to “hang-out”, meet friends, read books and magazines, work on computers and listen to music or view films. The size of this space is less important than is ambience and age appropriateness.

Many collections used by teens will be housed in the adult and juvenile collections, but there should be some limited magazine, book, graphic novel and audio collections in the teen area that are especially appealing to this age group. Equipment will be needed to

support the audiovisual collections. Teens tend to be quite interested in technology and electronic resources, so the area should include computers. Book collections in the teen area can be largely paperback—generally the format of choice in this age group.

G. Services to Adults

The service area community is an example of the “digital divide” where people at lower socio-economic levels have less access to technology and so fall farther and farther behind. To help close the divide, a generous number of open access computers are needed for adults in the community. Most households do not have Internet access, so library users will need to be able to search for information, access self-paced training and educational programs, and check email in the Library. An area for information and computer literacy training is needed in the community, and it should include the services of trainers who specialize in teaching information literacy and computer literacy. Information literacy and computer literacy training will empower parents to help their children with schoolwork and will improve employment skills and confidence.

The adult area of the Branch should effectively market a wide range of books to the community. In nonfiction, all subject areas should be represented—how-to, history, cultural materials relating to the community, biography and self-help. Fiction collections should be broad and up to date with a substantial collection of books in Spanish, Khmer and other languages read by residents of the community. Multi-ethnic authors should be well represented. The collections should support a variety of reading abilities and should include high-interest novellas and graphic novels.

Arrangement of the collections and seating areas should encourage browsing, with bookstore style marketing and sufficient covers displayed face out to attract readers and browsers.

Strong audiovisual collections are needed to support the recreational interests of the community and to encourage the development of English fluency. Area educators noted the importance of English language audiovisual materials being played in homes to improve language familiarity and skills. Entertainment videos will be popular, but the collection should also include informational, documentary and how-to videos.

Many neighborhood residents live in crowded quarters and have little opportunity to sit quietly and comfortably to read or think. Ample space should be included for comfortable, quiet seating in a peaceful atmosphere away from the appropriately noisy children’s area. This may be the most upscale area of the facility, providing the community with a shared and valued “living room.” It should have lounge seating, attractive displays of books, magazines and newspapers and features that encourage contemplation such as views to an exterior landscaped area or garden. This living room can also serve as a waiting-area for patrons if computers, or the tutoring and study spaces are full.

One-on-one space for literacy tutoring and other semi-private purposes (tenant counseling, resume preparation, etc.) is needed in the Branch. This space can be shared as tutoring space for students.

Adults seeking jobs, training, educational opportunities, citizenship information, health and social service agencies, etc. will need a convenient space for informational

brochures. The Library should include kiosks for informational handouts, in multiple languages, leading residents to the services they require.

A community concern, voiced during the needs assessment process, is the isolation of members of the community aged 50 and older—especially older adults who do not speak English, may not read in any language, and who came to the area as immigrants, and have never fully acculturated. This is a special concern of the Cambodian community due to Cambodian cultural and historical factors. It is hoped that there will be some adult programs in the new branch library that will be of special interest to this group. One suggestion from the community is to conduct a regular “news hour,” where local and broader news can be read aloud and/or broadcast from cable in the Khmer language.

Programs of this sort and others, for a range of ages and interests, will require a community meeting room in the new facility.

H. Collections

A 62,910-volume collection of books and audiovisual materials is needed to meet the needs of the community described above. A collection of this size will provide more than double the number of items currently available at the current Mark Twain Branch Library. It will make 1.1 volumes per capita available on opening day. By 2020, when the population is anticipated to reach 62,900 people, the collection will provide 1.0 volume per capita. This level, while less than the generally recognized guideline offered by Joseph Wheeler, will be appropriate for the MacArthur Park community. Many area residents tend to use library materials at the library rather than check books out, resulting in a higher than normal percentage of materials available in-house. Another important consideration in this as well as all other service levels for the new library was the overriding priority for the community to keep the library within a modest, human scale. Great sensitivity must be exercised in all aspects of the project to create a facility that is welcoming and comfortable to a community that includes many people who are overwhelmed and sometimes frightened by large, civic institutions. The collection size has been taken into consideration in this regard, as well.

See *Section VII.B, Collections and Shelving*, for additional recommendations regarding the new library’s collections.

I. Reader Seats

There are 24 reader seats available in the current facility—23 of those are at tables, one is a bench seat. The service population of the proposed Branch Library needs a variety of library seating for reading, study, personal research and school-related work. A total of 128 open access library seats are recommended for the Branch, with 66 seats in adult areas, 12 for teen users, and 50 seats in the children’s section of the Library. This will provide 2.03 seats per 1,000 of population in the year 2020, and is almost 5.5 times the current number of seats. The total number of recommended seats is below the guideline of 3 seats per thousand found in standard planning guides such as the *Wisconsin Public Library Standards*. However, based on community input and demographics, it is a project goal that this branch library should retain a small, intimate appeal.

J. Technology

Currently the Branch Library has six open access public computer stations plus four computers in the Family Learning Center. This equates to one computer for every 6,290 residents by the year 2020. Technology recommendations for the new library call for a dramatic increase in computer access. In the service area of the new Branch Library, technology is especially critical due to population demographics. The economic poverty of the area means that many homes are without personal computers, and even if a computer is in the home, it is likely that the household does not have an Internet connection. The Branch Library will need to provide generously for public computer stations and computer literacy training both to meet community demand and to assist in closing the “Digital Divide” that is prevalent in lower socio-economic populations.

For the proposed Branch Library, a total of 43 public computers are recommended—27 open access computers, and 16 computers in the Family Learning Center and Computer Learning Lab. In addition to stationary, hard-wired computer stations, a self-contained, 24-unit laptop computer caddy will be included in planning for the Branch. These Library-owned laptop computers will allow the Library to leverage the space in the new facility to provide even more technology than the forty-three public access computers allocated in the Branch. The combination of desktop and laptop computers recommended amounts to one computer for every 939 residents, based on the 2020 projected population figure of 62,901. Although there are no recognized planning standards for the number of computers that should be available in public libraries, planning practice suggests approximately one computer for every 750-1,250 people served.

K. Staff Offices and Workstations

The present branch library has an FTE staff of 6.68 but no dedicated staff offices or work room. Anticipated staff levels for the new branch include staff growth of 7.32 FTE for a total of 14 FTE positions. These additional staff will be needed to meet anticipated increases in user demand for assistance, additional support for after-school homework assistance, increases in materials handling of the larger collections, and increased training/programming.

The Branch Manager will need a private office, approximately 120 square feet in size, in order to fulfill personnel and public relations responsibilities.

The library staff needs a shared workspace in the new facility that includes off-desk workstations, returns/sorting functions and a variety of shared office tools/equipment. Modular, office landscape workstations, either assigned or shared, will meet the needs of staff members in this space.

It is recommended that a small workstation to accommodate a library greeter be provided near the lobby area of the Library. This staff member will contribute to branch security and way finding.

L. Programming and Meeting Room Space

The current facility has no programming or meeting room space. All programming occurs in the reading room, which requires moving furniture and results in other users

being driven into the corners or forced to leave entirely. The community needs shared space for meetings and programs for children, teens and adults in the neighborhood. To meet this need, a 75-seat community room is recommended for the Branch facility. For maximum flexibility, this room should be dividable into two approximate halves. Given the high priority given to educational services, the community room should include wiring to accommodate distance-learning opportunities.

In the children's area of the Library, it is recommended that a space be included for class visits and storytelling with floor seating for 25 youngsters.

Modern curricula place an increased emphasis on collaborative learning. Consequently, students need space in which to work together. It is recommended that a small group study room, to accommodate up to six students (or others) working together, be included in the new facility.

The MacArthur Park Branch Library service area has a large population of immigrants who are not fluent in English. Additionally, economic poverty in the area creates the need for a variety of social counseling—tenant counseling, citizenship coaching, financial counseling. To meet tutoring and social counseling needs in the community, it is recommended that the new facility also include a tutoring room.

V. Service Limitations of the Existing Library

A. Executive Summary

The existing Mark Twain Branch Library was constructed in 1958 as part of a neighborhood Parks and Recreation facility. Even at that time, the City of Long Beach was aware that the small library space was undersized, and the location was expected to be temporary. That was forty-five years ago, when the community was a fraction of its current size. The area today would hardly be recognizable to many who lived there in 1958, with the possible exception of the Branch Library facility, which has changed very little in the ensuing years. Today the Library serves an ethnically balanced community of 57,433 people. While it is still home to a well-established African American population, it is a multi-cultural neighborhood where many immigrant families from Latin America and Southeast Asia, primarily Cambodia, have settled.

Not only has the service population changed profoundly since the Library was established, but so have the services offered by modern public libraries. The existing branch was built before libraries were automated and therefore does not have the electronic infrastructure required to support an appropriate level of public and staff technology.

While technology in the Branch is completely inadequate, the greatest limitation the existing facility poses in providing library services is simply its size. At 2,130 square feet, the current branch library is smaller than the average single family residence being built in the U.S. today (National Association of Home Builders), and less than one-third the size of the next smallest Long Beach Public Library Branch. The facility is well cared for, but is grossly undersized to serve the considerable needs of 57,433 people. By the year 2020, when the population grows to the anticipated 62,901, it is hard to imagine how even the most basic library service expectations can be met.

The tiny branch is essentially one open space, with a small area, 100 square feet, portioned off to accommodate four computer stations in the Family Learning Center. All other activities for seniors, adults, teens and children must take place in the one, crowded room.

The major problems the current facility has in providing library services to the community are lack of space and an outdated structure. The limitations of the current facility are many – it is a 2,130 square foot facility that is essentially one large room serves a community of nearly 60,000. The facility is overcrowded and noisy, offers very limited resources, seating and computer access, does not meet ADA access standards, and has no community room for programming. In addition, the facility has no dedicated staff space, no dedicated parking and no public restrooms.

Due to size constraints, the 28,800-volume collection cannot grow to meet the current or future needs of the community. Media collections are very tiny. To pack in as many items as possible, creative shelving is used, including stacking materials on the floor and on top of the book stacks, which makes accessing materials a challenge.

Space and infrastructure restrictions make the addition of public access computers, beyond the six existing machines, impossible. Visitors know that they will have to wait to use a computer. The Branch Library has only 24 reader seats, all at tables, which are

totally insufficient to meet demand. Finding a seat to simply read a magazine or book in the after-school hours or Saturdays is difficult, and finding a quiet place to read is impossible.

Neighborhood families live in crowded conditions, so students rely heavily on the Branch Library as the place where they can do their homework after school. The small size of the facility means that the only relatively quiet study space is in the homework assistance area, which seats a maximum of four students. No collaborative study spaces are available. Unless students are among the early arrivals, they are unlikely to find any seats at all, and so frequently sit on the floor to do their studies.

In this community where programming could vastly enrich the lives of residents, no space is available to support programs or meetings. Though occasional children's programs are offered, they render the rest of the library essentially unusable. Frequent class visits to the Library require the staff to push back the limited furnishings in order to accommodate students. There is no training space for adults in the community, many of whom are critically in need of language, literacy and computer skills training.

Every effort has been made to maximize the Branch's 2,130 square feet for public use. Almost no space is available to staff members, who must accomplish all behind-the-scenes work in the same small area that is used for lunch or coffee breaks. Behind-the-scenes work is generally accomplished at the public service desks, thereby impacting the staff's ability to provide service.

There are no public restrooms in the Library. Visitors must leave the library and go outside into the adjacent park to use park rest rooms. Not only is this inconvenient, but it is unsafe for children and is a great concern for parents. A staff member will often leave his/her post in order to accompany a child across the park, which impacts service delivery in the library.

Another challenge is sound. Routine activities at computers and reading tables and in book stacks, produce a constant level of noise that is not conducive to study, relaxation or concentration. The noise level can be intolerable for many visitors when a children's program or class visit is in progress, or on Saturdays when African drumming classes are in session in the adjacent Parks and Recreation part of the building.

There is great need in the neighborhood, and there are great possibilities for the successful expansion of library services to help meet the needs, but service growth is impossible in the critically restricted space available. The promise of a larger, improved facility to meet the library needs of the neighborhood has been a community dream for more than 20 years.

B. Size and Facilities

At 2,130 square feet, the Branch Library is markedly undersized to meet the needs of the current service area population of 57,433, and is less than one-third the size of the next smallest Long Beach Public Library Branch. The facility provides only 0.04 square feet of library space per capita. The almost 10% population increase anticipated in the already densely populated service area will only exacerbate the current, extremely crowded, conditions at the Library.

Specifically, the undersized facility does not allow for adequate services in any area, including collections, seating, computing, training or programming. Staff areas, at 200 square feet, are so restricted that it is difficult for the staff to serve the public effectively.

No public restroom facilities are available within the Branch. Patrons, many of whom are young children, must go outside to the adjacent park to visit public restrooms. Depending on the time of day and the activity level in the park, children and adults must be wary of their safety when visiting these facilities.

C. Noise and Congestion

The tiny branch library is essentially one open space, with a small area, 100 square feet, partitioned off to accommodate four computer stations in the Family Learning Center. All other activities for seniors, adults, teens and children must take place in the one, crowded room. Day-to-day activity, at computers and reading tables, and in book stacks, produces a constant level of noise that is not conducive to study, relaxation or concentration. The noise level is aggravated, and is sometimes intolerable, each Saturday when African drumming classes are held all day in the adjacent Parks and Recreation section of the building, or when the Youth Mural Painting Group is at work on the roof so that heavy footsteps and equipment can be heard overhead.

During class visits or children's programming, the few tables available must be pushed back to create a small space where children can sit on the floor. Noise from these activities effectively precludes others from using the Library for other purposes. Adult patrons usually leave the Branch at such times.

Book shelving, paperback racks, user seats and service areas are all arranged in space that is much too small. While every effort is made to keep the building tidy and accessible, there is a clear sense of overcrowding, and traffic patterns are awkward. Any sort of minimal privacy for circulation transactions or reference questions is impossible.

Because most residents reach the Branch on foot, and are likely to combine a library visit with shopping and errands, they bring parcels and packages into the Library as well as strollers, bicycles, scooters and skateboards, further adding to overcrowding and congestion.

D. Collections and Shelving

The branch collections are too small to serve the current community, providing only 0.5 items per capita, as compared to a statewide mean of 1.86 items per capita. Based on population projections, by the year 2020 the ratio will drop to 0.44 items per capita.

Shelves are filled to overflowing, and are so packed, that in order to build the collection, existing materials must be constantly weeded. Items are shelved in stacks on the floor and on top of shelving ranges. Face-out or display shelving is unavailable and impossible to add in the cramped space. Narrow aisles make browsing of the collections more of a chore than a pleasure.

While shared borrowing is available from other branches, students and others may not plan ahead sufficiently to request additional materials. There are many in-house library users who do not have library cards and/or a level of understanding of library services to make shared borrowing a viable option.

Adult collections are so small that some users report that they have already read most of the books that are of interest to them in the Branch. Spanish speakers comment on the small number of adult fiction titles available to them in their native language.

E. Seating

There are 24 seats available in the current facility—23 of those are at tables, one is a bench seat. Other than six seats at the public access computers and four seats reserved for the functions of the Family Learning Center and Computer Learning Lab, there is no additional seating available for users. There is no separation between adult and children's seating, and none of the seats is conducive to quiet study. After school the few seats available quickly fill up with students, so that those who arrive later must sit on the floor to do their studies. In this community where 85% of residents live in rental housing, with a high number of occupants per household, many children do not have any physical space at home in which to do schoolwork. Unless they are among the early after-school arrivals, they generally find the same situation at the Branch Library.

F. Staff Offices, Workstations, and Visual Supervision

There are no staff offices or workstations in the current facility. Over time, space allocated for behind-the-scenes work by library staff has been reallocated to public service functions. Staff performs all tasks in the public area. Confidential conversations between supervisors and employees must take place off-site. Conversations between library staff and customers that require privacy are awkward, sometimes requiring staff to step outside with the customer for the duration of the conversation. Staff can perform work that requires quiet concentration only when the Library is closed and work schedules frequently do not accommodate allowing staff to arrive before the Branch opens or to remain on duty after the Branch closes.

G. Computers and Technology

Six public access computers are available to library visitors, and they are in constant use, with people waiting to have a turn at the stations. It is difficult to know how many people leave the Branch in frustration, being unable to access one of the public computers.

In the Family Learning Center there are four computers dedicated to homework assistance. Previous to 2000, the space that houses the Center was a small staff workroom. Considering the large proportion of school-age children in the service population, and an identified need for homework space, equipment and assistance, the

Family Learning Center is grossly inadequate to meet demand. After school each weekday, dozens of students and parents visit the Library in hopes of using the Family Learning Center, and many go unserved.

Space and infrastructure constraints preclude the addition of more computer stations, and the existing space for each public computer is cramped, with no materials space for books and papers.

The small building and limited computers make it impossible to provide computer-training classes to the community—a need noted during the community assessment.

One black and white copy machine, wedged into the available space, must serve the needs of all library users. No document preparation area or adjacent workspace is possible.

H. Study, Group Study and Tutoring

There are no special purposes spaces in the current facility. As noted throughout this study, the service community has significant need for adult literacy tutoring and spaces for students to study.

Students from service area schools flock to the Library after school where they work on homework and visit with friends. Additionally, school library services are not readily available to the 7,580 service area students who are bused out of the neighborhood to attend school, and then bused home at the close of the school day. They too rely on the neighborhood library to support their schoolwork. As noted above, seating is grossly inadequate to meet student demand.

For some time, educational practice has emphasized the importance of group collaboration. This may be especially important in this community where language can be a barrier for students and parents, so that the opportunity to work with others can enhance learning. There are no spaces in the current facility to accommodate group study or collaborative learning.

Literacy services are integral to addressing the needs of the Branch Library neighborhood, and tutoring, both literacy and subject specific, requires semi-private space that is acoustically separated from other spaces. Tutoring space would be used by adults, seniors and school-age residents. No private space to support this activity is available in the current branch library.

I. Programming and Meeting Space

There is no programming or meeting space in the current facility. To promote reading readiness, adult literacy, computer literacy, positive venues for teens, and a stronger sense of community, there is tremendous need for library-sponsored programming at all levels, but there is no room whatsoever to accommodate the need. Even efforts to provide basic children's programming are, by necessity, limited by a lack of appropriate space. When groups are using the Library, the noise and crowding generally precludes use by others. Additionally, the fact that there are no public restrooms makes it extremely difficult to offer programs.

The community is sometimes divided along racial and ethnic lines, but the Branch Library is commonly recognized as a community and social center where everyone can work side-by-side. The Library is well-positioned to enhance this important community role in a new facility with program and meeting space. Members of the community commented on their interest in comfortable space, free of charge, to accommodate meetings and events for children, teens, adults and seniors.

J. School Library Services

The mission of the Long Beach Unified School District is to ensure the educational success of all students by having high expectations, a commitment to excellence, and a comprehensive program, confirming the belief that all students can learn and become responsible, productive members of a competitive society.

There are libraries in all K-12 schools in the Long Beach Unified School District. All are staffed by a certified librarian, but librarians are frequently assigned to more than one school, so smaller schools may only open their libraries 2-3 days per week. Collection strength varies between schools, but both collections and technology have improved over the last four years following state legislation that provided much needed school library funding. All district schools have Internet access in the library.

School library hours are limited to the academic day. Extended after-school hours would not consistently improve library service to students due to extensive busing in the District. District-wide, more than 16,400 students are bused to schools outside their neighborhoods each day, and 7,580 or 45 % of those students are from the MacArthur Park Branch Library neighborhood. According to school district enrollment data, more than 3,000 of those students are in grades K-5.

At the end of the school day, students re-board the buses and return to their home neighborhoods. This places additional importance on neighborhood public libraries, which must meet after-school student needs for academic support.

Six public schools, grades K-12, and one Head Start program—all administered by the Long Beach Unified School District will be served by the project.

VI. Physical Limitations of the Existing Library

A. Executive Summary

The Branch Library holds a place of honor in the community. The service commitment of the library staff and their long history of neighborhood cooperation and leadership are well known and appreciated by the residents of the MacArthur Park community. While there are many positive impacts of library service to the community, the physical limitations of the Branch Library are completely overwhelming.

Built in 1958, the facility's infrastructure cannot support an appropriate level of library technology. ADA access is poor and there are no public restrooms in the Library, so patrons must go outside to use park restrooms. The cinder block construction of the building is inefficient, with single-paned windows and no insulation. Noise levels are at best unacceptable, and at worst they are intolerable.

There is no dedicated parking for library patrons, and once outside the Branch Library building, there are safety issues associated with parking and restrooms. The building has been well cared for and maintained. It is clean and appears to be structurally sound. It was re-carpeted in 1993 and was painted inside and out in 1999.

The Branch has many serious physical limitations, but the single most important one is the totally inadequate size of the Library. At 2,130 square feet, the current branch is smaller than the average single family residence being built in the U.S. today (National Association of Home Builders), and less than one-third the size of the next smallest Long Beach Public Library branch.

The current service area population is 57,433 and the 2020 population is projected to rise by almost 10%, to 62,901. Further, it is widely believed that the 2000 U.S. Census represents a significant undercount of immigrant populations in Long Beach, including the MacArthur Park community. Population growth in the service area will exacerbate library overcrowding.

Functional special relationships are essentially irrelevant, since all services are crowded into one large room. The tiny physical size of the building presents enormous service problems, none of which can be improved until the Library can grow to an appropriate size.

- No public restrooms; patrons must leave the Library to use restroom facilities in the park. This is inconvenient and sometimes dangerous, especially for children after dark.
- Collections and furnishings are critically overcrowded; stack aisles are narrow, and traffic patterns are awkward, leading to numerous inefficiencies.
- Noise levels are unacceptable; all functions overlap so that people speaking, browsing the collections, typing at computer keyboards, etc. make it difficult to read, study or relax. Any additional activities, such as class visits, or regular Parks and Recreation programs, which include African drumming and rooftop mural painting on weekends, raise noise levels so high that library users leave the building.

- Inability to meet ADA access standards; no space exists to install public restrooms or an ADA compliant staff restroom, to widen aisles, to provide clear traffic paths through the building, or to add wheelchair accessible furnishings.
- No dedicated staff workspace; three years ago, limited staff space was converted into public service space for the 100-square foot Family Learning Center.

In terms of location, the current site is excellent because it is centrally located. However, the Library cannot be expanded on the existing site since it represents the only parkland in the area. The best site is one that allows for a much larger facility with adequate parking that keeps the Library in the heart of the community.

While library service commitment is laudable, the many physical limitations of the Mark Twain Branch Library are untenable. The building is inefficient, not fully accessible to users with disabilities, noisy, and has no public restrooms. There is no dedicated parking, and combined with the need to leave the building to find restroom facilities, this presents safety hazards. Most of the physical limitations of the building hinge on the completely inadequate size of the space and cannot be mitigated until a much larger structure is provided.

B. Facility Size and Structure

The existing Mark Twain Branch Library was constructed in 1958 as part of a neighborhood Parks and Recreation facility. Even at that time, the City of Long Beach was aware that the small library space was undersized, and the location was expected to be temporary. The facility of 2,130 square feet provides only .04 square feet per capita, which is grossly inadequate to meet the library space needs of the current service population of 57,433. The service population is projected to increase by almost 10% over the coming 20 years, which will only exacerbate the current extremely crowded conditions.

The size does not provide sufficient space to serve public needs for adequate and balanced collections, reader seating, public computer access, programming or meeting space, training, after-school demand or restroom facilities. Dedicated staff space is virtually non-existent because public service demands have usurped staff work areas over the years.

The structure, which houses both the Branch Library and a Parks and Recreation facility, is cinder block construction. The structure appears to be basically sound, but was not designed or built to meet current codes for strength, safety or energy efficiency.

C. Energy Conservation

The existing branch library, built in 1958, is cinder block construction and was not designed or constructed to meet current codes for energy management. Windows are single-paned, and the building has no insulation or other features to contribute to energy efficiency.

D. Health and Safety

Overall, the community perceives the Branch Library as a safe haven in a neighborhood that is troubled by crime and gang activity.

The Branch Library has no public restrooms whatsoever, so library visitors must go outside and into adjacent MacArthur Park to use park restrooms—even after dark. Not only is this highly inconvenient, but children and adults must be wary of their safety, and the situation is of great concern for parents. It is not unusual for a staff member to leave her post to escort a child across the park to use the restroom. Clearly this is a serious health and safety limitation.

Residents commented on the relative isolation of parking since there is no parking dedicated to the Library. This makes them unsure of their safety when visiting the Branch by car.

The proposed Branch Library will be located in a section of the City with high crime rates and significant gang activity. Consequently, library patrons noted their reluctance to visit the Branch after dark.

The new facility must be designed to mitigate safety concerns, and with security issues in mind.

E. Disabled Access

The Branch Library has no public restrooms whatsoever, so library visitors must go outside and into adjacent MacArthur Park to use park restrooms.

There is one, tiny staff restroom (24 square feet) in the facility—it is not ADA accessible.

Stack aisles are narrow (36") and, by necessity, furnishings crowd the paths of travel. None of the general seating or public furniture is wheelchair accessible, though public computer stations do meet minimum requirements for access.

Staff areas—kitchenette, restroom, etc. are not ADA compliant, but the circulation desk does meet minimum requirements.

Certainly the Library is not an easy place for users with disabilities to navigate. Due to extreme overcrowding it is difficult, and in some areas impossible, to maneuver a wheelchair.

F. Acoustics

The small branch is arranged as one open, shared space with the exception of the small Family Learning Center (100 square feet). Children and adult sections have no acoustical separation. Routine activities at computers and reading tables, and in book stacks, produce a constant level of noise that is not conducive to study, relaxation or concentration. While this level of noise can be bothersome and distracting, noise levels sometimes become intolerable when other library or Parks and Recreation Department events are in progress. Any children's activities or programming, including class visits, make it extremely difficult for other patrons to use the facility effectively. Each Saturday, for the entire day, the adjacent Parks and Recreation portion of the building accommodates African drumming classes, and the drumbeats reverberate through the Library. Some Saturdays the Youth Mural Painting Group is at work on the roof of the building and heavy footsteps and equipment are heard from overhead.

G. Space Flexibility and Expandability

The existing Mark Twain Branch Library was constructed in 1958 as part of a neighborhood Parks and Recreation facility. Even at that time, the City of Long Beach was aware that the small library space was undersized, and the location was expected to be temporary. The facility of 2,130 square feet is arranged as one open, shared space with the exception of the small Family Learning Center (100 square feet). Public spaces are totally inadequate, there is no dedicated staff space, and even provision of public restrooms is not possible in the undersized space. Severe size constraints make the space rigid, with very little flexibility to rearrange for improved functionality.

The Branch Library cannot expand into the rest of the building, which houses a Parks and Recreation facility. In fact, the Parks and Recreation Department is also in need of additional space and hopes to occupy the space currently dedicated to the Library when it relocates. MacArthur Park, a dedicated public park, is located directly behind the current library facility, Gundry Street is directly to the West and Anaheim Street fronts the Library on the North. With open space so limited in this overcrowded area of the City, the location does not allow for expansion on the current site.

H. Functional Spatial Relationships

As previously noted, the size of the Branch Library does not permit appropriate zoning of spaces. All services, for seniors, adults, teens and children are located in overlapping space. Patrons move through the Library by threading their way between furnishings because traffic patterns are, by necessity, interrupted by placement of tables and chairs and book stacks.

Staff space is virtually non-existent. There is a tiny, 36 square-foot staff kitchenette, and a small cramped room at the rear of the building that serves the purposes of staff lounge and workroom, with files next to the lunch table, and other equally non-functional arrangements.

Severe size constraints make the space rigid, with very little flexibility to rearrange for improved functionality.

I. Site Location and Visibility

Fronting Anaheim Street, the existing Mark Twain Branch Library is well located to serve the community. A public transit bus stop is located near the facility, and sidewalks on both sides of Anaheim Street make it easy to walk to the Library.

Because the current facility occupies only a portion of a Parks and Recreation Department building, it is not highly visible or immediately identifiable as a library. The building is small and without distinction, making it easy to miss.

The proposed Branch Library will be constructed on a nearby site, across Gundry Street—the side street just east of the current facility. The new library, to be located at 1401 E. Anaheim Street, will continue to front Anaheim, a main east-west arterial for the City of Long Beach, and the commercial service core of the neighborhood. A distinctive building, constructed on the new site, will be a highly visible landmark and a source of community pride.

J. Parking

There is no dedicated parking for the Branch Library. There is limited on-street parking on Gundry, the side street adjacent to the Library. MacArthur Park, located immediately behind the Library, has limited, off-street parking spaces that may be used by library patrons if they are not already in use by park visitors. This parking location is not visible from the Library, and some members of the community noted concern about security issues.

K. Restrooms

The Branch Library has no public restrooms whatsoever, so library visitors must go outside and into adjacent MacArthur Park to use park restrooms—even after dark. Not only is this highly inconvenient, but children and adults must be wary of their safety, and the situation is of great concern for parents. It is not unusual for a staff member to leave her post to escort a child across the park to use the restroom. Clearly this is a serious service limitation. There is one 24 square foot staff restroom in the facility, which is not ADA accessible.

VII. Space Needs Assessment

A. Introduction and Spaces Summary

The service area for the proposed Branch Library includes 57,433 residents, and is projected to grow to 62,901 residents by the year 2020.

A facility of 16,155 gross square feet is needed to meet the library service needs of the current and future residents over the next twenty years.

The spaces summarized below will enable the Branch Library to provide balanced and appropriate collections, seating and computing tailored to meet the needs of the community. The space will accommodate services for seniors, adults, teens and children. To meet the special needs of youth, it will incorporate an expanded and enhanced Family Learning Center and Computer Learning Lab to provide children and their families with proactive homework assistance and computer literacy in cooperation with area school partners. The new facility will include a community meeting room to support a variety of library and community sponsored events to enrich the lives of area residents.

Table 24
Spaces Summary

Space		Square Feet	
1.1	Public Entrance/Lobby	78	plus GSF
1.2	Materials Return Bins and Slots	36	
1.3	Community Meeting Room (dividable)	1,010	
1.31	Community Meeting Room Storage	189	
1.4	Public Restrooms	in GSF	
2.1	Express Checkout	126	
2.2	Circulation Desk/ Sorting & Returns	418	
3.1	New Books Browsing	90	
3.2	Community Information	24	
3.3	Information/Reference & Children's Service Desk	354	
3.4	Reference Collection	137	
3.5	Adult & Teen Computers	666	
3.6	Adult Circulating Books	1,404	
3.7	Quiet Reading/Study Area	400	
3.8	Community Living Room / Magazines & Newspapers	542	
3.9	Adult Audiovisual Media	290	
3.10	Adult International Languages Collection	390	
3.11	Teen Area	635	
3.12	Group Study Room	150	
3.13	Tutoring Room	115	
3.14	Copy Center	103	
3.15	Family Learning Center & Computer Learning Lab	782	
4.1	Children's Reference, New Books & Magazines	100	

4.2	Family Space/Parents Collection	171	
4.3	Children's Computers	310	
4.4	Children's Circulating Books	1,542	
4.5	Children's Audiovisual Media Collection	220	
4.6	Children's Spanish Language Collection	134	
4.7	Children's Picture Books	867	
4.8	Storytelling & Class Visit Space	282	
5.1	Branch Manager's Office	120	
5.2	Staff Work Area	567	
5.3	Supplies & Equipment Storage	171	
5.4	Staff/Deliveries Entrance & Lockers	116	
5.5	Staff Lounge	266	
5.6	Staff Restrooms	in GSF	
6.1	Telecommunications Room	120	
6.2	Custodial Closet & Supplies	57	
6.3	Building Maintenance/Supplies	in GSF	
Total Assignable Square Feet, Main Level:		12,983	
Total GSF @ 80% net-to-gross, Main Level:		16,155	
	Total gross sq feet is 16,155 sf.		
	Library assignable space is 12,983 sf		

B. Collections and Shelving

Overall Collection

Books and audiovisual collections numbering a total of 62,910 items are recommended to serve the users of the proposed Branch Library, to double the number of items available to the community on a per capita basis. Currently, the Mark Twain Branch collection provides only 0.5 volumes per capita. The target of 62,910 volumes will enable the library to offer 1.1 volumes per capita when the new library opens and 1.0 volume per capita in 2020. Circulation at Long Beach Branches and for the Library system as a whole, while steady and growing slightly, is somewhat lower than is typical in other California libraries, while in-house use of collections and services is relatively high. This means that a greater proportion of the collection is likely to be on library shelves for patron use. Consequently, planning was done at a lower collection level than is typically recommended by recognized library planning guides such as the *Wisconsin Library Building Project Handbook* or Joseph Wheeler's *Practical Administration of Public Libraries*, which suggest 2.5 volumes per capita.

Additionally, the needs assessment process pointed to the importance of a relatively small branch library facility to meet the needs of a community that can be intimidated by large, official buildings. Keeping the collections at a modest level will allow the building to remain at human scale, designed with a cozy neighborhood intimacy.

Collections for adults and teens will be shelved on full-height sections measuring 72" or 84". Top and base shelves will not be used initially, but will be available as the

collections grow. Children's collections will be housed in appropriately lower shelves—66" for most collections, and 45" for picture books and materials for young children.

Planning assumptions regarding collection shelving are shown below in Table 26 on page 66 in the chart of square footage conversion factors and in *Appendix F*, which includes the number of volumes of each collection type, assumptions regarding circulation, the number of volumes per linear foot, and aisle width.

1. Books

The book collection is recommended at 53,474 volumes, with 50% (26,737 volumes) of the collection being allocated to children's materials, 40% (21,390 volumes) to adults, and 10% (5,347 volumes) to books for teens.

Some emphasis on juvenile collections will serve the needs of this community where more than 44% of the population is under 19 years of age, and where language and literacy barriers pose a threat to children's academic success.

For young children and their families, the Branch Library book collections will likely provide their main source of early childhood reading materials. A strong selection of board books, picture books and easy readers will improve reading readiness for pre-school-age children, and will help to establish strong reading habits and experience for children in their early elementary school years.

Students, all of whom attend year-round schools, will use the collections heavily. Older students will also use the adult collections to support their schoolwork and recreational reading.

Adults will use materials in both English and other languages, notably Spanish and Khmer. The collections will include materials at a range of levels and reading abilities for the community. Adults will need practical nonfiction titles to help them with English language development, marketable job skills, health and well-being issues, etc. Recreational fiction will also be important.

Books in the new facility should be thoughtfully "marketed" to the community with attractive and interesting displays providing a positive bookstore-style browsing experience. Aisles should be generous and bookshelves should be sufficiently low so as to promote browsing and to encourage exploration of language and literature.

2. Audiovisual Media

Educators in the service area schools emphasize the importance of children and families hearing the English language in their homes. Exposure to the sounds and nuances of language can significantly improve the development of English language abilities.

Further, while many residents of the neighborhood have very little by way of material goods, most families do have equipment to use videos, CDs and, in some cases, DVDs. For those who do not have access to AV equipment, the Branch Library will provide in-house listening/viewing stations.

Fifteen percent (9,436 items) of overall library collections in the new branch is allocated to audiovisual resources, to include videos, DVDs, CDs, CD-ROMs, computer software, books on tape/CD, and children's AV kits.

3. Cultural Diversity

The Branch Library collections need to reflect the rich diversity of the community by providing materials, print and AV, in multiple languages. The large Spanish-speaking community will need to have materials in their native language. The existing Khmer language collection is a source of considerable pride in the community. It should be well maintained, and it will need to continue to grow. However, the number of residents able to read Khmer is limited and declining. There are also residents who use and will continue to use the Vietnamese collections. The demand for English language materials relating to African American, Cambodian and Hispanic cultures will be high.

4. Magazines and Newspapers

A total of 124 magazine and newspaper titles are recommended. Current issues will be displayed in a Community Living Room area of the Branch. Attractively displayed periodicals and comfortable furnishings should make this a well-used collection. One year's worth of back issues will be maintained for in-house use and checkout.

Periodical titles in the Branch Library are intended to meet recreational and study needs, but are not expected to serve as long-term research resources. Online research databases offered by the Library are expected to meet this need.

C. Reader Seats

The service population of the proposed Branch Library needs a variety of library seating for reading, study, personal research and school-related work. A total of 128 open access library seats are recommended for the Branch, with 66 seats in adult areas, 12 for teen users, and 50 seats in the children's section of the Library. This will provide 2.03 seats per 1,000 of population in the year 2020. The number of seats is somewhat below the guideline of 3 seats per thousand found in standard planning guides such as the *Wisconsin Public Library Standards*. However, based on community input and demographics, it is a project goal that this branch library should retain a small, intimate appeal. Paring down the number of open access seats allows the building to grow to a sufficient size to meet user needs without growing so large that it is potentially intimidating. In addition to open access seats, seating is available in a group study room (6 seats) and in one tutoring room (4 total seats).

Appendix E is a listing of specific seating recommendations for each type of seating and reader seat distribution.

Seating types to meet community needs include the following:

1. General Seating

A combination of four-place tables and chairs and soft lounge seats is used in stack areas of the Branch Library. This variety will allow users to choose seating appropriate to their study and recreational needs.

In the Community Living Room section of the Branch, where readers will browse magazines and newspapers and settle in for a variety of reading needs, both tables and chairs and lounge seats are available, with lounge seating being emphasized to suit the tone of the area.

Seats at tables require 25 square feet per seat (22 square feet at round tables), and lounge seats 35 square feet per seat in accordance with *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

2. Study Seating

The existing Branch Library is used heavily as a study space—both after school and by the general community. Area residents tend to live in relatively crowded quarters, as shown in the demographic section of this study, so it can be very difficult to find space and quiet for focused study.

Included in the Branch seating plan are four-place tables in a quiet reading area. All reader seating should be wired (hard-wired or wireless) to accommodate user- provided or library-provided laptop computers and other handheld computing devices. In addition to open, quiet area study seating, a group study room is planned with a six-place table so that small groups of students of any age can collaborate and brainstorm. A small tutoring room is also available, with table and chair seating.

Seats at study tables require 25 square feet per seat (22 square feet at round tables) in accordance with *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

3. Children's Seating

Children's seating is planned for both very young children and elementary and middle school-age children. Standard four-place table and chair seating for study and general reading is planned for the children's circulating collections.

In the picture book section of the children's area, toddler seating will be needed.

Children's seating at tables will require 25 square feet per seat, and toddler seats will need 22 square feet per seat. Floor seating can be planned at 10 square feet per seat.

4. Teen Seating

Twelve reader seats are planned for the teen area of the Branch. Older students of middle and high school age are expected to be the main users of seating in this area. Table and chair seating is available for student work and is planned for round tables to promote collaboration. Lounge seating is also planned here and should be selected in styles that feel welcoming and comfortable to members of this age group who may want to scoot the chairs around and sprawl/slouch in them.

Table seats at round tables will require 22 square feet per seat, and lounge seats will need 35 square feet of space as per *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

D. Technology

Technology is integral to today's library services in all communities. In the service area of the proposed Branch Library, technology may be even more critical due to population demographics. The economic poverty of the area means that many homes are without personal computers, and even if a computer is in the home, it is likely that the household does not have an Internet connection. The Branch Library will need to provide generously for public computer stations and computer literacy training both to meet community demand and to assist in closing the "Digital Divide" that is prevalent in lower socio-economic populations.

For the proposed Park Branch Library, a total of 43 public computers are recommended—27 open access computers, and 16 computers in the Family Learning Center and Computer Learning Lab. In addition to stationary, hard-wired computer stations, a self-contained, 24-unit laptop computer caddy will be included in planning for the Branch. These Library-owned laptop computers will allow the Library to leverage the space in the new facility to provide even more technology than the forty-three public access computers allocated in the Branch. This amounts to one computer for every 939 people based on the 2020 projected population figure of 62,901. Although there are no recognized planning standards for the number of computers that should be available in public libraries, planning practice suggests approximately one computer for every 750-1,250 people served.

Because it is difficult to predict how computers will continue to evolve, the new Branch Library will need to provide hard-wired or wireless service at all reader seats for maximum future flexibility in the area of public access technology.

Computer workstations recommended for the Branch Library include stations with one seat and stations with two seats. Two chairs at a single computer station can facilitate peer learning, and important approach in this community. Single chair computer workstations will require 35 square feet per station, and stations with two user chairs will require 45 square feet per station. A range of 30-36 square feet per computer workstation is recommended in *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001.

E. Staff Offices and Workstations

The present branch library has an FTE staff of 6.68, with .81 FTE positions currently vacant. Positions include a full-time Branch Manager, a part-time Outreach and a part-time General Librarian, a full-time Library Clerk, a part-time Library Clerk, three Library Pages, all part-time, and three part-time Homework Helpers.

The chart below shows anticipated staff levels for the new branch. Projected staffing is approximate at this time. As per the chart below, the new facility will require an approximate staff increase of 7.32 FTE positions over the current 6.68 positions (including those that are presently vacant) at a variety of classification levels.

Additional staff will be needed to meet anticipated increases in user demand for assistance, additional support for after-school homework assistance, increases in materials handling of the larger collections, and increased training/programming.

Table 25
Staff Projections

FTE	Position	# of people	Workstation
1.0	Branch Manager	1	Private office
1.0	Children's Librarian	1	Modular workstation
1.0	YA Librarian	1	Modular workstation
.5	Outreach Librarian	1	Modular workstation
.5	Technology Support	1	Modular workstation
1.0	Library Clerk III	1	Shared modular workstation
1.0	Library Clerk II	1	Shared modular workstation
1.5	Library Clerk I	1	Shared modular workstation
2.5	Library Pages	6-8	n.a.
3.0	Admin. Interns /Homework Helpers	6-8	n.a.
1.0	Greeter	1	Station in lobby
14 Total		19-23	1 office/6 modular

The Branch Manager will need a private office in order to fulfill personnel and public relations responsibilities. Because a project goal is to keep the proposed facility at a relatively small scale, the Branch Manager's office will be a modest size—120 square feet.

Other staff workspace will be in a shared area of the new facility to include workstations, returns/sorting functions and a variety of shared office tools/equipment.

Modular, office landscape workstations will meet the needs of the Children's Librarian, Young Adult Librarian and Outreach Librarian. Because the Outreach Librarian is half-time, it will be possible to use this workstation as a shared space, if necessary at a future time. These workstations will need to be 8'x8' + 25% circulation space, or 80 square feet per station.

Library clerks will do most of their work at the Circulation Desk Service Point, but two shared, task-based workstations will be needed for additional duties that may be required away from the public areas of the Branch. Volunteers and/or library pages working on special tasks may also use these shared workstations. Each shared station should be 5'x6' +25% circulation space, or 38 square feet each.

Library Shelves/Pages will work in the public areas of the Branch unless they are checking in/sorting materials, in which case they will work at a returns station requiring 40 square feet.

A library greeter will have a small station near the lobby area of the Library. This staff member will contribute to branch security and way finding.

F. Programming and Meeting Room Space

The community needs a shared space for meetings and programs for children, teens and adults in the neighborhood. To meet this need, a 75-seat community room is recommended for the Branch facility. For maximum efficiency, this room should be

dividable into two approximate halves. The community room should include wiring to accommodate distance-learning opportunities.

Building Blocks For Planning Functional Library Space, Scarecrow, 2001, suggests 10-12 square feet per seat in a community room. However, it is recommended that 14 square feet per seat be used so that the room is flexible and comfortable.

In the children's area of the Library, it is recommended that a space be included for class visits and storytelling with floor seating for 25 youngsters at 10 square feet per seat. Parking for six strollers is also suggested for this space.

Modern curricula place an increased emphasis on collaborative learning. Consequently, students need space in which to work together. It is recommended that a small group study room, to accommodate up to six students (or others) working together, be included in the new facility. As usual with table and chair seating, 25 square feet per seat will be needed.

The service area has a large population of immigrants who are not fluent in English. Additionally, economic poverty in the area creates the need for a variety of social counseling—tenant counseling, citizenship coaching, financial counseling. To meet tutoring and social counseling needs in the community, it is recommended that the new facility include a tutoring room. While seating should be at a four-place round table to leave ample space for materials to be spread out, a laptop computer to be employed, or audiovisual equipment to be used, this room should be small rather than expansive. Space per seat is recommended at 22 square feet per seat.

G. Non-Assignable Space

Based on this study, a new library branch facility of 16,155 gross square feet is recommended. Of that figure, 12,983 square feet are assigned to specific needs and functions—collections, seating, computing, programming, staff workspace.

In addition to assigned square footage, it is necessary to plan for unassigned space to accommodate wall thickness, circulation space, restrooms, mechanical systems, etc. For this facility, 20% of the gross square footage, or 3,172 square feet, is recommended for unassigned square footage. The ratio of assigned to unassigned square footage is slightly lower than the norm of 25% set forth in *Building Blocks For Planning Functional Library Space*, Scarecrow, 2001, so the design will need to be highly efficient.

Table 26
Square Footage Allocation Conversion Factors

Item	Conversion Factor
Shelving:	
Shelving, single-sided section, 3' wide	10.3 SF/section
Shelving, display or children's picture books	11.25 SF/section
Shelving, oversized (Q)	12.20 SF/section
Volumes per Linear Foot:	
Books, adult, fiction and nonfiction	8 volumes/Linear Foot
Books, reference	7 volumes/Linear Foot
Books, new and display	6 volumes/Linear Foot
Books, international languages	10 volumes/Linear Foot
Books, large print	8 volumes/Linear Foot
Books, oversized (Q)	7 volumes/Linear Foot
Books, paperback, on spinners inset into standard shelving	16 volumes/Linear Foot
Books, children's fiction and nonfiction	10 volumes/Linear Foot
Books, children's easy books	15 volumes/Linear Foot
Videos	7 volumes/Linear Foot
DVDs, compact discs in AV browse bins	20 volumes/Linear Foot
Audiobooks	8 volumes/Linear Foot
Children's Language learning audio material	14 volumes/Linear Foot
Magazines, current display	1 title/Linear Foot
Newspapers, current display	1 title/Linear Foot
Reader Seating:	
@ 4-place table, rectangular	25 SF/seat
@ 4-place table, round	22 SF/seat
@ 6-place table	25 SF/seat
@ 4-place toddler size table	22 SF/seat
@ lounge chair	35 SF/seat
@ lounge chair, 2-place	45 SF/seat
Meeting Room Seating	12.50 SF/seat
Storytelling floor seating	10 SF/seat
Equipment:	
Public access computer, sit-down, 1 seat	32 SF/workstation
Public access computer, sit-down, 2 seats	42 SF/workstation
Public access computer, stand-up	16 SF/workstation
Teacher/trainer computer workstation	45 SF/workstation
Printer, networked	12 SF/scanner
Scanner, networked	12 SF/scanner
Photocopier	40 SF/copier
Self check-out station	45 SF/station
Staff office system workstations, 8'x8'	80 SF/workstation
Staff shared workstations, 5'x6'	38 SF/workstation